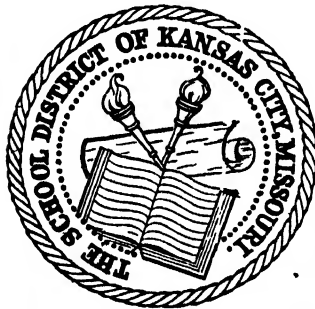


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**THE
STUDENT LIBRARY ASSISTANT**

Chapters 1 to 15 are also available as separate sections, stitched, trimmed, and punched for standard notebook (8x10½). Available in quantities at low rates for student use.

THE STUDENT LIBRARY ASSISTANT

**A Workbook, Bibliography, and
Manual of Suggestions**

By

WILMA BENNETT

Librarian, La Porte, Ind. High School Library



**NEW YORK
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Ref.

To
My Father and Mother

PREFACE

This manual is designed for the training of student assistants, particularly high school pupils in the high school library. The use of student assistants is general and there is felt a need for some means of training pupils in order that their time may not be exploited by confining their activities to the repetition of simple mechanical tasks. The experience of the student assistant should be such as to give him a wide knowledge of the resources of a library and how to use them; the pre-vocational try-out experience in library work is also of value, though secondary to the familiarity with the use of books and libraries, which is as valuable to all students as to those few who are interested in library work as a profession.

In order to give training to assistants, some means must be utilized to save the librarian's time. With an already crowded day, she cannot add the burden of individual oral instruction. It is hoped that this manual in the hands of the pupil will direct his work so that only occasional help from the librarian will be necessary. Rather than taking time from service to the school as a whole, the use of trained student assistants will free the librarian from the performance of many tasks and give her more time for executive work, and will also provide her with reliable agents who can give accurate information about many phases of using the library and so increase the points of contact between the student body and the library.

The method of instruction and the division of time between study and practical duties will vary with the given situation and preference of the librarian. In a high school of one thousand pupils with a full time librarian and a library accomodating fifty, it has been found very satisfactory to use three pupil assistants each hour, one working on the lesson sheet, one doing pasting, typing, and mechanical tasks in the work room, and the third charging, slipping, and shelving books, and helping patrons at the charging desk. Each week duties are changed, and a new lesson sheet is assigned every three weeks. The course is treated as a laboratory subject. The periods are fifty minutes and the school operates on the supervised study plan. In a small school where the circulation is light it may be possible to combine desk work and study. Some schools operating on the eight or ten period day may find it easier to schedule work periods only and allow the assistants to prepare assignments in regular study periods as for any other subject.

When students are scheduled to assist in the library regularly and spend as much time on library work and study as is devoted to any one of their regular school subjects, many cities and at least one state* allow academic credit to be counted toward graduation. It is particularly for such use that this series of work sheets is intended, though they may be used as well with volunteer workers or clubs. Teachers have found several of the chapters useful in various high school subjects.

If at all possible, the librarian will find it easier to direct the work of pupil assistants if they meet weekly as a group. Each pupil should have read the assigned lesson before the class meeting and be ready to ask questions about any points not clear and to volunteer to work out the projects which interest him most

* See Indiana Department of Public Instruction *Instruction in the use of books and libraries*, prepared under the direction of the Inspection division, George C. Cole, State Superintendent of Public Instruction, 1933. (Bulletin No 107-1-2) Indianapolis, author, 1933 p 414 Accredited training for high school student library assistants

If the librarian fills out her work sheet in advance and marks the places where pupils are likely to have difficulty, indicates where they will need information about specific practices in the library, and checks any changes to be made in the assignment or readings, she can direct the pupils with the least waste effort. The completed work sheet will also be convenient for her reference in bringing the point quickly to mind when an assistant asks for help during the study week and the librarian is busy with other tasks.

If the group does not meet for class discussion, the librarian can write her directions on the lesson sheet and post it on the bulletin board for the assistant's assignment.

The order of presentation is entirely optional with the individual librarian. In the library where these lessons were first used, it was desired that the assistants be able to take care of the charging desk at once, so that work sheet was among the first given. A thorough knowledge of the printed parts of the book must precede the study of the catalog, bibliography making, and reference books. Assistants will respond with more enthusiasm if the work is varied, interspersing the lessons on magazines, newspapers, publicity, the physical book, and reading and owning books, among the more prosaic chapters. This is especially true of the study of reference books, which, a great many students claim, becomes monotonous if carried on for any great length of time.

The number of chapters covered and the length of time spent on each again depends on the particular situation. The entire series would be covered in two years following the course of study outlined for Indiana. At times it may be more convenient to assign only part of a lesson and use the rest later in the course. If each student has access to the index in this book, his work book may be used more readily for reference.

It is well also to vary practical work to give the assistant as many experiences as possible and to hold his interest. When one assistant excels the others in the performance of a difficult task, his superiority may be recognized by placing him in charge of that duty. He may perform all the work of this nature or teach other assistants to help. Usually one assistant is singled out to mark call numbers on the backs of books, one to do any typing on catalog cards entrusted to assistants, etc. The dignity of routine tasks such as shelving, keeping magazines in order, and dusting, may be maintained if the librarian occasionally performs these tasks herself. She may "trade work" with the assistant, offering to shelve books while he does a job of lettering for the library or finishes some special task. The more responsibility given the student, the more reliable he tends to become. When he learns of the enormous amount of work connected with running a library and has it made concrete to him through actual participation, he has a deepened respect for libraries and librarians. Rather than feeling that he knows all that is to be known about library work, the assistant becomes a teachably humbled worker. This change of attitude is described by one assistant after a semester of work:

"When I signed up for library work little did I realize the full scope of the librarian's duties. To me it seemed that the librarian had nothing to do but keep the students quiet, but before I was in the library a week I knew my little picture of 'Life as a Librarian' was shattered. There are so many things to be done that the casual library user has no thought of. The work of getting a book ready for the shelf was vague and distant, but not today, for I fully realize the great range of duties for the librarian and library assistant. My present idea is much more pleasing as I see the advantage of knowing the functions of the library and realize the opportunities one has in being a library assistant."

If this manual can in any way make the daily tasks of the librarian and her assistants a little easier and their enjoyment in their work a little keener, its purpose will have been accomplished.

ACKNOWLEDGMENTS

Recognition is due the superintendent and principal of our school, Mr. E. B. Wetherow and Mr. John M. French, and to the Department of Public Instruction of Indiana, especially Mr. John Hussey and Mr. Clarence Murray, for their interest and cooperation in the plan to offer for credit a course for pupil assistants in the high school library. From the pupils who have enrolled in the work I have had my greatest inspiration and most practical help. Miss Helen M. Clark, School Library Adviser, Indiana State Library, has given stimulating suggestions and has been in touch with the project from the time the course was outlined and approved for credit.

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WILMA BENNETT

La Porte, Indiana
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Chapter 1

THE WORK OF THE STUDENT ASSISTANT

INTRODUCTION

In choosing to become a library assistant you are preparing to render valuable service to your school, your library, and your librarian. In return, your intimacy with the library will give you an understanding of how to use a library, which will serve you in using your high school library in connection with all your studies and will carry over to your use of the public library and the college library.

The library assistant must be reliable, efficient, resourceful, enthusiastic, patient, and quiet (and still remain human). The library is neither a study hall nor a loafing place, but a place where students may come to use the books and periodicals for study or pleasure reading. Any one who wishes to make legitimate use of library resources is heartily welcome. All school libraries strive to maintain a library atmosphere, and assistants can do much toward creating this feeling both when on duty and when a library patron.

These lessons have been prepared as a means of showing you the spirit of library service and of training you to perform library duties. Your librarian will give directions with each work sheet, indicating specific practices in your library, which activities and readings you are to use, and giving additional suggestions. It would be well for you to read the lesson sheet to be assigned before the class meeting and mark parts about which you wish to ask questions and be ready to select the activity or reading you wish to do in case you are given a choice. It is not likely that the group can meet as a class more than once a week, so you must remember your directions and follow them in working out the entire unit.

After beginning work on your unit, rely on yourself to follow directions and study out the lesson sheet, asking help from your librarian only after you have tried every resource you can to get the information yourself. It will probably be hard to accustom yourself to this individual work if you are used to meeting with a class and discussing your work with your instructor daily, but by being rather a hard taskmaster for yourself at first you will gain confidence and come to enjoy your independence.

Of course, some parts of your work can be done only by talking it over with your librarian, and she is always glad to discuss with you your problems and interests in your lessons and library work in general. She is a very busy person, however, and it is hardly the thing to waste her time by asking trivial questions ("Which one of these activities did you tell me to do?" "On what page of this book does it tell how to use an index?") when you would enjoy so much more an occasional chat about books to help you keep at the head of the class in interior decoration or chemistry or about the possibilities of high school library work as a career.

You will learn so many new things about library processes that it may be hard for you to keep them all in mind all the time. This is where your work book will aid you. Work out each lesson carefully and thoroly and be sure you understand it at the time. Then if you should forget, say, the proper way to list an encyclopedia article in a bibliography or the name of a good book in which to find out about the constellations, you can turn back to the record in your work book. A system of index tabs attached to each lesson will make your work book easier to use for reference.

You should refer to the directions in your work book for various processes when beginning actual practice or when you have become rusty on the process thru not having done it for some time. Your practical work calls for great reliability and resourcefulness. Be sure you understand a process before undertaking it and have the first magazine reinforced, the first card made for the quick reference file, the first card typed for a reserve book, etc., approved by your librarian to be sure it is correctly done before continuing the task. Waste of materials and time must be avoided. Gauge the time you have to spend on a task and plan to stop in a convenient place at the end of the hour. Leave a signed note with any unfinished work stating that you will continue the next day or telling what you have done and what remains to be done if some one else is to finish. You should also hand your librarian a statement of what you have accomplished in your work period.

Be careful to put away all materials in the one place in which they belong. If each person is systematic and conscientious, the work will go smoothly and the library will always be in order. Any other arrangement is disastrous when many people are working together.

The best way to become a good library assistant is to be a good library patron. If you use the library constantly in getting all your lessons you will soon become familiar with its resources. As an assistant you can be critical of your work judged from the point of view of service to patrons. (Books in the reference section all mixed up, a date due blurred in the stamping so you cannot tell what it is, a magazine coming out of its reinforced cover, should remind you to check up on your performance of these behind-the-scenes duties.) The better work you do as an assistant the better you can use the library as a patron. You are working in a circle, which is, however, a wheel of progress.

FOR FURTHER READING:

- Wilson, Martha, comp. Selected articles on school library experience. N.Y. H. W. Wilson. 1925. p. 155-62. Student assistants in a high school library. Aniela Poray. (also in *Public Libraries*. 29.208-12. April 1924) p. 290-6. Why they do not tat. Irma M. Walker.
- Wilson Bulletin. 6.209-11. November 1931. How we train our student helpers. Wilma Bennett.

Fill requested information in blanks:

What supplies (notebooks, files, books, etc.) do you need for this course?

List general directions for working out each unit.

What is the purpose of having student assistants in a high school library?

List general directions for doing your practical work in the library, stressing the careful habits to be formed.

For what reasons, besides the training it affords you, is this work assigned?

Where do you find slips on which to make a record of your accomplishment during a work period?

What do you do with the slip after filling it out?

List the desirable character traits of a student assistant and give a specific instance when each would be needed.

What do you expect to get from your work?

How much and what kind of credit will you receive?

On a separate sheet, describe the course and club activities as they appear to you from seeing previous groups in the work.

On a separate page, make a list of all the things you want to do or learn as a student assistant, as

Be able to answer my friends' questions about the library

Put books on the shelves

Know how to find the most interesting books

Be able to make a good bibliography for my term paper

See Logasa, Hannah *High school library*. N.Y. Appleton, 1928. p. 171-90, for a long list of additional suggestions.

Refer to your list frequently and check off your accomplishment and add other ambitions. This will be a most interesting record of your progress.

CHECKLIST OF DUTIES

As perfection is attained in the following duties, bring your book for the librarian's O.K. and the date. Your librarian will tell you the minimum accomplishment in each group. Refer to your list frequently and see that your experience includes the variety desirable. Space is left for the addition of other activities.

CATALOGING AND ORDER

Finding order items

Preparing slips for ordering LC cards

Drawing cards to be used from pack received

Copying main card for added entries

Adding call numbers and headings to LC cards

Copying book orders from order cards

CIRCULATION

Making cards for fiction

Arranging and filing shelf list cards above rod

Arranging and filing catalog cards above rod

Making duplicate slips for library file for college catalogs, pamphlets, government pamphlets, etc.

Filling out order slips for pamphlets from checked Vertical File Service catalog

Sending postal cards or letters requesting pamphlets, posters, etc.

Typing cards for new subjects added to vertical file

Charging books

Slipping

Shelving

Reading shelves

Taking care of overdues and fines

Charging magazines

Charging material from vertical file

Filing circulation

Setting date stamps

Compiling circulation statistics

Copying book cards

Making reserve book cards

Putting books on reserve

See also PUBLICITY

GROOMING AND BEAUTIFYING THE LIBRARY

Dusting books, shelves, and desks

Arranging cut flowers

Caring for plants

Suggesting decorations and assist-
ing in carrying out plans

Keeping desks neat and in order:
Cleaning and filling paste pots;
Cleaning and inking stamps;
Cleaning rubber stamps;
Sharpening pencils

Keeping current magazines alpha-
betically arranged by hourly
inspection

MECHANICAL PREPARATION

Collating books and pamphlets

Writing accession number, classifica-
tion, price, etc. in books

Marking ownership

Pasting pockets, date slips, and book
plates

Marking call number on back

Varnishing

Re-inforcing magazines

Re-inforcing pamphlets

Mounting pictures

Mounting clippings

Making special shelf labels or signs

MENDING

Mending torn margin

Mending torn print

Strengthening hinge

Tipping in illustrations or pages with
paste

Tipping leaves with hinge

Sewing

Rebacking

Recasing

PUBLICITY

Arranging bulletin board

Posting book jackets

Planning and arranging exhibit

Making poster

Preparing special display of books
in connection with special event
(Open House, Dickens' birthday,
etc.)

Writing book review

Writing original annotations

Selecting annotations from standard
lists

Writing library publicity note or
article for publication or for
posting in the library

Selecting books for bait or brows-
ing corner

PERIODICALS

(Opening and alphabetizing for
checking

Marking ownership

Putting up newspapers

Re-inforcing magazines

Putting out current numbers and
filing old copy

Annotating magazine articles

Clipping newspapers and magazines
for vertical file

Mounting clippings

REFERENCE

Making bibliography for library use

Assembling books listed in bibliog-
raphy

Checking lists with catalog

REFERENCE—*Continued*

Finding material in response to
written requests

Helping patrons find information

Finding and replacing back numbers
of magazines used by patrons

Filing material in vertical file after
patrons have used it

Filing new folders in vertical file

WRITING LETTERS AND LISTS

Writing letter on library business
from librarian's pencil copy,
notes, or dictation

Sending postal card or letter re-
quests for college catalogs,
pamphlets, posters, etc.

Preparing lists of new books

Copying bibliographies

Mimeographing or hectographing

REFERENCES FOR STUDENTS

The books, and a few of the pamphlets, used in the assigned readings and bibliographies (except for the chapter on librarianship as a profession) are listed below with bibliographical detail. It is not necessary that all of the books listed should be available. Bibliographies are especially full so that those books which the library owns may be used whenever possible, and so that a variety of reports may be made in a large class.

The use of many books and magazines rather than a single text offers training in the use of a library. Magazines most frequently listed are: *Wilson Bulletin*, *Library Journal*, *School Arts Magazine*, and *Librarians*.

Akers, Susan G. Simple library cataloging. Chicago, American Library Association, 1927. 96p. \$1.25

American Library Association. Mending and repair of books. 4th ed. Chicago, American Library Association, 1921. 23p. out of print

American Library Association. School libraries section, Jean C. Roos, chairman. Recreational reading for young people. Chicago, American Library Association, 1931. 59p. pa. 50c

Ayer, N. W. and son. Directory of newspapers and periodicals. Philadelphia, Ayer. \$15 and \$20. (Annual. Use latest edition available.)

Beard, Charles Austin and Beard, Mrs. Mary (Ritter). Rise of American civilization. N.Y. Macmillan, 1927. 1v. ltd. ed. 824, 828p. il. \$3

Becker, May Lamberton. Adventures in reading. N.Y. Stokes, 1927. 248p. \$2

Becker, May Lamberton. Books as windows. N.Y. Stokes, 1929. 289p. \$2

Becker, May Lamberton. A reader's guide book. N.Y. Holt, 1924. 376p. \$2.75

Bent, Silas. Ballyhoo, the voice of the press. N.Y. Boni and Liveright, 1927. 398p. \$3

Binder's Board Manufacturers Association. Bound to last; a compilation of data for those interested in better book-binding. 18 East 41st St. N.Y. the author, 1928. 45p. gratis

Booth, Mary Josephine, comp. Material on geography, 5th rev. ed. State Teachers College Library, Charleston, Ill. the compiler, 1931. 108p. pa. 50c

Broening, Angela Marie and Wilkinson, Mary S. Adventures in a library: Magic keys to books. Baltimore public library, 106 W. Mulberry st. Baltimore, 1929. 2v. v. 2. The card catalog and the magazine indexes. pa. 25c

Brown, Zaidee. The library key; an aid in using books and libraries. N.Y. H. W. Wilson, 1928. 84p. pa. 70c; 10 or more, 35c each. bound \$1; 10 or more, 50c each

Buck, Gertrude. Keys to the halls of books. Wauwatosa, Wis. Kenyon Press, 1926. 54p. pa. 75c

Burrage, Severance and Bailey, Henry Turner. School sanitation and decoration; a practical study of health and beauty in their relation to the public schools. Boston, Heath, 1899. 224p. il. \$1.80

- Campbell, Gladys and Thomas, Russell B. Magazines and newspapers of today. N.Y. Harcourt, 1929. 210p. il. \$1.20
- Canby, Henry Seidel, Opdyke, J. B., and Gillum, Margaret High school English, book one. N.Y. Macmillan, c1932. 484p. \$1 20
- Conkey, W. B., company, Chicago. What a business man should know about printing and bookmaking, rev. and enl. ed 332 S. Michigan ave Chicago, W. B. Conkey company, 1928. 130p. il. \$1.50
- Crawford, Claude C. Studying the major subjects. Los Angeles, University of Southern California, 1930. 384p. \$2
- Crawford, Claude C Technique of study; a textbook for use with upper secondary and lower division college students. Boston, Houghton, c1928. 353p. \$2
- Dana, John Cotton The pleasant art of getting your own library; with a buying list of books that will encourage the reading family to read what they like best. Public Library, Newark, N.J. 1929. 25p. pa. 5c
- Darton, Frederick Joseph II. Modern book illustration in Great Britain and America. London, The Studio limited; N.Y. W. E. Rudge, 1931. 144p. il. "Special winter number of *The Studio*, edited by Geoffrey Holme"
- Davenport, Cyril James Humphries. The book; its history and development. N Y. Smith, 1931. 258p. il. \$4
- De Kruif, Paul Henry. Hunger fighters. N.Y. Harcourt, Brace, 1928 377p il. \$3
- Drewry, John Eldridge Some magazines and magazine makers. Boston, Stratford, 1924. 237p. \$2
- Drury, F. K. W Viewpoints in modern drama Chicago, American Library Association, 1925. 119p pa. 85c
- Fargo, Lucille. The library in the school. Chicago, American Library Association, 1930 453p. \$3
- Fay, Lucy E. and Eaton, Anne T. Instruction in the use of books and libraries, 3d ed. rev. Boston, Faxon, 1928. 475p. \$3.75
- Felsenthal, Emma. Readable books in many subjects. Chicago, American Library Association, 1929. 32p. 40c
- Fitzroy, Edwin Maurice. Illustrated editions of high school classics, rev ed Chicago, American Library Association, 1930 53p. pa. 75c
- Flexner, Jennie M Circulation work in public libraries Chicago, American Library Association, 1927. 320p. \$2.50 (Library Curriculum Studies)
- Frebault, Marcelle. The picture collection. 4th ed. rev. N.Y. H W Wilson, 1929. 78p. pa 90c (Modern library economy series)
- Galvin, Eileen and Walker, Eugenia. Assemblies for junior and senior high schools. N.Y. Professional and Technical press, 1929. 435p. \$3.25

- Gardner, Helen Understanding the arts. N.Y. Harcourt, 1932. 336p. il. maps \$1 96
- Given, John La Porte. Making a newspaper N.Y. Holt, 1907. 325p
- Goldstein, Harriet and Goldstein, Vetta Art in every day life. N.Y. Macmillan, 1925. 465p. \$3
- Graham, Bessie. Bookman's manual; a guide to literature 3d ed. rev and enl N.Y. Bowker, 1929. 635p \$4
- Greever, Garland and Jones, Easley S. Century handbook of writing N.Y. Century, 1918. 228p \$1 (Century handbook series)
- Harrington, Harry F. and Harrington, Evaline. Newspaper club; a natural approach to composition in the schools. Boston, Heath, 1927. 366p il. \$1 68
- Hazeltine, Mary Emogene Anniversaries and holidays; a calendar of days and how to observe them. Chicago, American Library Association, 1928. 308p \$6
- Hazeltine, Mary Emogene Fundamentals of reference service Chicago, American Library Association, 1922 out of print
- Hitchcock, Frederick H. ed The building of a book; a series of practical articles written by experts in the various departments of book making and distributing. 2d ed. rev and enl N.Y. Bowker, 1929. 315p. \$3
The first edition, N.Y. The Grafton Press, 1906, now out of print, contains a chapter, p. 154-63, on the illustrator.
- Hopkins, Florence May Reference guides that should be known and how to use them. 3d ed. Detroit, Willard, 1923 8 v. pa. each 25c; 1 v. bds. \$1.50
Contents Webster's new international dictionary; Parts of a book: Concordances; Encyclopedias, Library classification and card catalog, Yearbooks; Periodical literature; Commercial guides; Government publications city, state, federal
- Horton, Marion Viewpoints in essays. Chicago, American Library Association, 1922. 67p. pa. 60c
- Hutchins, Margaret, Johnson, Alice S and Williams, Margaret S. Guide to the use of libraries, a manual for college and university students. 4th ed. rev. N.Y. H. W. Wilson, 1929. 245p \$1.25
Abridged edition 8op pa 1928. 50c, 10 or more copies, 25c each
- Ingles, May and McCague, Anna. Teaching the use of books and libraries. N.Y. H. W. Wilson, 1930 198p. \$1 80
- Kimball, Alice Mary. The story of books; how they came to be Dallas, Tex. A T Walraven Book Cover Co 1928 32p. pa. out of print
- Kitson, Harry Dexter How to use your mind; a psychology of study. 3d ed. rev. Chicago, Lippincott, 1926. 224p. il. \$1 75
- Lahman, Carroll Pollock. Debate coaching; a handbook for teachers and coaches. N.Y. H. W. Wilson, 1930 314p \$2 40 (Handbook series)
- Latimer, Louise Payson, comp Illustrators, a finding list. rev. ed. Boston, Faxon, 1929 47p. \$1 (Useful reference series, no. 39)

- Lingenfelter, Mary Rebecca. Vocations in fiction; an annotated bibliography. Chicago, American Library Association, 1932. 100p. mimeographed pa. 35c
- Logasa, Hannah, comp. Biography in collections suitable for junior and senior high schools. N.Y. H. W. Wilson, 1933. 112p. pa. 90c
- Logasa, Hannah. The high school library; its function in education. N.Y. Appleton, 1928. 283p. il. \$1.75
- Logasa, Hannah, comp. Historical fiction and other reading references for history classes in junior and senior high schools. Philadelphia, McKinley Publishing Co. 1930. 131p. pa. \$1
- Logasa, Hannah and Ver Nooy, Winifred, comps. Index to one-act plays. Boston, Faxon, 1924. 327p. \$6 (Useful reference series)
Supplement, 1924-31. Boston, Faxon, 1932. 432p. \$6
- Los Angeles Public Library. Department of work with children Public library service to elementary schools. Los Angeles, the library, 1926. pa. 25c
- Lovis, Marion. Course of study in the use of the library, grades 7 to 9. Detroit Public Schools, Department of School Libraries, 1926. pa. mimeographed. 40c
- Lyman, Rollo La Verne. The mind at work in studying, thinking, and reading; a source book and discussion manual. Chicago, Scott, 1924. 349p. \$1.60
- McGregor, Della. List of illustrators of children's books. Chicago, American Library Association, n. d. mimeographed sheet. gratis
- McCourtie, William Bloss, comp. Where and how to sell manuscripts; a directory for writers. 6th ed. rev. Springfield, Mass. Home Correspondence School, 1931. 517p. \$3.50
- McKown, Harry Charles. Assembly and auditorium activities. N.Y. Macmillan, 1930. 462p. il. \$2 50
- McKown, Harry Charles. School clubs, their organization, administration, supervision, and activities. N.Y. Macmillan, 1929. 498p. il. \$2.50
- McMurtrie, Douglas C. The golden book; the story of fine books and book-making—past and present. Chicago, Pascal Covici, 1931. 410p. il. cheaper ed \$4
- Mann, Margaret. Introduction to cataloging and the classification of books. Chicago, American Library Association, 1930. 424p. \$3
- Marble, Mrs. Annie (Russell). Pen names and personalities. N.Y. Appleton, 1930. 256p. \$2.50
- Marshak, Il'ia Iakovlevich (M. Ilin, pseud.) Black on white; the story of books, translated by Beatrice Kincead. Chicago, Lippincott, 1932. 135p. \$1.50
- Mather, Frank J. and others. American spirit in art. New Haven, Conn. Yale University Press. 15 v. il. per set \$75-\$97.50 (Pageant of America, v. 12)
- Meyer, Harold Diedrich. A handbook of extracurricular activities in the high school; especially adapted to the needs of the small high school. N.Y. A. S. Barnes & co. 1926. 402p. il. \$3

- Moody, Katharine T. comp. The library within the walls. N.Y. H. W. Wilson, 1929. 514p. \$2.75 (Classics of American Librarianship)
- Mudge, Isadore Gilbert. New guide to reference books. American Library Association. (Use latest edition in the library.)
- Oak Park, Illinois. Oak Park and River Forest township high school. Our high school clubs; a study of the extra-curricular activities in the Oak Park and River Forest township high school, Oak Park, Illinois, by members of English five class, Lura Blackburn, instructor. N. Y. Macmillan, 1928. 253p. \$1.25
- National Council of Teachers of English. Committee on home reading Books for home reading for high schools. 211 W. 68th St. Chicago, author, 1930. 111p. pa. 15c il. 20c
- Orcutt, William Dana. In quest of the perfect book; reminiscences and reflections of a bookman. Boston, Little, 1926. 316p. il. \$5
- Perkins, Jeanette Eloise. The amateur poster maker. Boston, Pilgrim press, 1924 63p. il. pa. \$1
- Phelps, William Lyon. A private library all your own. 347 Fifth Ave. N.Y. National Association of Book Publishers. leaflet. gratis
- Post, Emily. The personality of a house; the blue book of home design and decoration. N.Y. Funk, 1930. 521p. il. \$4
- Rathbone, Josephine A. Viewpoints in travel. Chicago, American Library Association, 1919. 62p. pa. 60c
- Rice, Ole S. Lessons on the use of books and libraries; a text book for schools and a guide for the use of teachers and librarians. N.Y. Rand McNally, 1920. 178p. \$1
- Robert, Joseph Thomas. Primer of parliamentary law for schools, colleges, clubs, fraternities, etc. Garden City, N.Y. Doubleday, Doran, 1900. 264p. \$1
- Rogers, Charles Elkins. Journalistic vocations; a beginner's guide to editorial work, advertising, circulation, free lance writing, publicity, and related fields. N.Y. Appleton, 1931. 354p. \$2.50
- Sandwick, Richard Lanning. How to study and what to study. Boston, Heath, 1915. 88c
- Sanford, Anne P. and Schauffler, Robert H. eds. The magic of books; an anthology for Book Week. N.Y. Dodd, 1929. 424p. il. \$2 (Our American holidays)
- Shuman, Edwin L. How to judge a book. Boston, Houghton, 1910. \$1.75
- Standard catalog for public libraries, compiled by Minnie E. Sears. N.Y. H. W. Wilson, 1927-32. 8v. service basis
 Contents: Biography, 2d ed. rev. and enl. 1927; Fiction. 2d ed. rev. and enl. 1931; Fine arts, 1928; History and travel, 1929; Literature and philology, 1931; Philosophy, religion and general works, 1932; Science and useful arts, 1931; Social sciences. 2d ed. rev. 1927.

- Stern, Renee Bernd. Club making and management. N.Y. Rand, 1925. 250p \$1.50
- Tappert, Katherine. Viewpoints in biography. Chicago, American Library Association, 1921. 69p. pa. 60c
- Taussig, Charles William and Meyer, Theodore A. The book of hobbies, or A guide to happiness. N.Y. Minton, Balch, 1924. 318p \$3
- United States. Office of Education Government publications useful to teachers, compiled by E. E. Windes. Washington, D. C. Superintendent of Documents, 1924. 34p. il. pa. 10c (Department of Education Bulletin 1924, no. 23)
- United States. Office of Education Guide to United States government publications, compiled by Walter I. Swanton. Washington, D. C. Superintendent of Documents, 1918. 200p. pa. 20c (Department of Education Bulletin 1918, no. 2)
- Villard, Oswald Garrison Some newspapers and newspaper men. new and rev. ed. N.Y. Knopf, 1926. 335p. il. \$3
- Walter, Frank Keller. Periodicals for the small library. 6th ed. Chicago, American Library Association, 1932. 114p. pa. \$1
- Ward, Gilbert Oakley. The practical use of books and libraries; an elementary manual 5th ed. rev. and enl. Boston, Faxon, 1933. 195p. \$2
- Ward, Gilbert Oakley. Publicity for public libraries; principles and methods for librarians, library assistants, trustees, and library schools N.Y. H. W. Wilson, 1924. 315p. il. \$2.40
- Ward, Gilbert Oakley. Suggestive outlines and methods for teaching the use of the library Boston, Faxon, 1919. 104p. \$2 (Useful reference series)
- Wheeler, Joseph L. The library and the community. Chicago, American Library Association, 1924. 417p. \$3.75
- Wheeler, Katherine E. and Hilson, J. A. Illustrative material for junior and senior high school literature. 2d ed. rev. N.Y. H. W. Wilson, 1930. 80p. 75c
- Whipple, Guy Montrose. How to study effectively. 2d ed. rev. and enl. Bloomington, Ill. Public school publishing com. 1927. 96p. 60c
- Wilson, Martha. School library management. 5th ed. N.Y. H. W. Wilson, 1931. 209p. il. \$1.25
- Wilson, Martha, comp. Selected articles on school library experience N.Y. H. W. Wilson, 1925. 350p. \$2.25
- Woodring, Maxie Nave and Benson, R. T. Enriched teaching of English in the high school. N.Y. Teachers college, Columbia, 1927. 104p. \$1
- Woodring, Maxie Nave and Harold, Gilbert. Enriched teaching of commercial subjects. N.Y. Teachers college, Columbia, 1930. 339p. \$2.50 (Enriched teaching series no. 4)

- Woodring, Maxie Nave, Oakes, M. E., and Brown, H. W. Enriched teaching of science N.Y. Teachers college, Columbia, 1928. 374p. \$2 75 (Enriched teaching series no. 3)
- Woodring, Maxie Nave and Sabin, F. E. Enriched teaching of Latin in the high school N.Y. Teachers college, Columbia, 1930. 144p. il. \$1 50 (Enriched teaching series no. 6)
- Woodring, Maxie Nave and Sanford, Vera. Enriched teaching of mathematics in the high school N.Y. Teachers college, Columbia, 1928. 128p. \$1.50 (Enriched teaching series no. 2)
- Woodring, Maxie Nave and Schwendener, Norma. Enriched teaching of physical education in the high school. N.Y. Teachers college, Columbia, 1929. 143p. \$1.50 (Enriched teaching series no. 5)
- Woolley, Edwin C. New handbook of composition, rev. and enl. by Franklin W. Scott. Boston, Heath, 1926. 343p. \$1 08
- Wyer, James I. United States government documents, federal, state, and city. rev. ed. Chicago, American Library Association, 1933. 56p. 50c
- Yost, Casper Salathiel. Principles of journalism. N.Y. Appleton, 1924. \$1.50
- Young, John L. Books; from ms. to the bookseller. Bath, England, Pitman, 1929. 121p. il. 3s (Pitman's common commodities and industries)

WHAT I WANT TO DO AND LEARN AS A STUDENT ASSISTANT

Chapter 2

ARRANGEMENT AND CIRCULATION OF BOOKS

REGULATIONS OF THE LIBRARY

For the sake of giving correct advice when asked by patrons, as well as for your own information, fill in answers to the following questions and keep them in memory. A copy of your library rules will give you the information, or your librarian will make some other provision for you to find it.

1. How may you know when a book will be due?
2. How may books be taken for home use?
3. How many may be taken at once?
4. How long may books be kept?
5. How are reserve books designated?
6. Why are they put on reserve?
7. How may patrons obtain them for use in the room?
8. When may they be taken from the library?
9. When may magazines be taken from the library?
10. How are they charged?
11. How long may they be kept?
12. What are the rates for fines?

13. What is the purpose of fines?
14. When is talking aloud permitted?
15. Is whispering or working together among library patrons allowed either with or without asking permission?
16. May students get their own material from the vertical file?
17. Do they replace it?
18. What regulations govern its use outside the library?
19. How may students arrange to go to the library?
20. How is their attendance checked?
21. Why are library rules useful and necessary?

Other rules.

ARRANGEMENT OF THE LIBRARY

Make a neat plan of the library indicating directions, doors and windows, and show the relative location of charging desk, card catalog, vertical file, current magazines, back numbers of magazines, newspapers, reference books, large dictionaries and atlases, fiction, biography, 020, 100, 500, 800, 900, 910, 973, and any special collections, as browsing corner, fine editions, reserve books, etc.

Make a similar diagram of the work room and give the location of paste, scissors, shellac, dust cloth, mending supplies, typewriter, and other tools and materials you will need in your work.

CLASSIFICATION

To understand the arrangement of books by subject, the use of the class number, and the meaning of the Dewey decimal classification system, study Brown, Zaidee. *Library key*, p. 1-4.

This story will help you remember the ten main classes: *

In working out the Decimal system of classification, Melvil Dewey followed the principle of working from the general to the specific, from the abstract to the concrete, from the large division to its smaller parts

In class 000-099, *General Works*, are placed those books which are too general to be confined to any specific division, so such items as general encyclopedias, newspapers, general periodicals, and books on library science, are found in class 000-099.

Beginning with class 100-199, *Philosophy*, Dewey chose the most abstract thing of which he knew, the human mind, so class 100-199 deals with philosophy (define) including psychology (define, also).

After we are endowed with mind and the power to think and reason, we next turn to a higher being, so to class 200-299 was given the subject of *Religion*. This group includes mythology (define), pagan religions, Mohammedanism, etc., as well as the Christian religion.

After giving homage to the higher being, we turn to our fellow man, so in class 300-399, *Sociology*, we find the study of humanity. (What are some important branches of the subject?)

When we become aware of the existence of fellow beings, we, of course, wish to talk with them, so class 400-499 is *Language*. Here are found dictionaries and grammars for all languages, foreign as well as English

Next we turn to the world about us and begin to learn something of it. Class 500-599, then, contains the *Pure Sciences*, such as mathematics, astronomy, chemistry, and botany.

When we know something of the forces around us, we wish to turn this knowledge to our use, so for class 600-699 the subject is *Useful Arts*. By the aid of these we make our living and improve the conditions of daily life. (What are some useful arts in this class?)

By this time we have some leisure for the finer things in life, so we reach class 700-799, *Fine Arts and Recreation*. These include landscape gardening, architecture, painting, music, and amusements.

We have now lived life so fully, that we wish to tell others of our experiences and enjoyments. Therefore, in class 800-899 we have *Literature*, which includes poetry, essays, plays, oratory, etc.

By the time we have completed this cycle, we have made history, so class 900-999 is *History*, including related sub-divisions of *Geography and Travel*, and *Biography*. (What are the class numbers of those two sub-divisions?)

Memorize the ten main classes. In the space below, define each subject and spell according to common usage.

000

100

* I am indebted to Lulu Ruth Reed for the gist of this story. She reconstructed it from notes taken in Mr. Biscoe's class in advanced classification at New York State Library School.

20

THE STUDENT LIBRARY ASSISTANT

200

300

400

500

600

700

800

900

List and remember also .

910

B (or 92) *

What is the purpose of classification in a library?

In naming streets and assigning house numbers?

Name some principles followed in the Dewey decimal classification.

* 921, as given by Miss Brown, for Individual biography, is often used in libraries, as being less confusing, but in the *Decimal classification and relative index*, 921 is allotted to Biography of philosophy.

What are Cutter numbers?

Why are they used?

What is the Cutter number for your name?

Using an abridged outline, such as in *Library key*, p. 2-3, select appropriate class numbers for books bearing these titles:

History of the United States	Julius Caesar, by Shakespeare
Book of the opera	Little Shepherd of Kingdom Come
Boston cooking school cook book	Modern European history
Boy's life of Lincoln	Modern reader's Bible
Collegiate Dictionary of the English language	Psychology, a study of mental life
David Copperfield	Simple library cataloging
Evangeline, by Longfellow	Vagabond journey around the world
Fauna of North America	What kind of college is best?

Each section in the problem on pages 29 and 31 represents the back of a library book, showing author, title, and call number. Separate the "books" and arrange them as they should stand on the shelves. After your librarian has checked the correctness of your arrangement, you may draw "shelves" across an extra page and paste on your slips as the books would be arranged in the sections of shelving. If your library does not use Cutter numbers, you should cut them from the bottom of your slips before arranging them.

SUGGESTED ACTIVITIES.

Prepare a large chart showing the ten classes of the Dewey decimal classification, drawing or pasting on pictures illustrating some important sub-divisions. This may be displayed in the library and loaned to class rooms to familiarize the student body with the classification system. (See Detroit public schools Course of study in the use of the library for grades 1 to 6 p 64, for illustration.)

Report on life and work of Melvil Dewey.

Mount back strips from book jackets on stiff card board. Classify according to the book represented and mark the number on the jacket. These simulated backs of books may be used for practice in shelving and to teach new students how books are arranged on the shelves.

Give directions, as to a new student, for arranging to spend a period in the library, or for becoming acquainted with the resources of the library. If worked out orally, the persons giving the best directions might be sent to give their explanations in the home rooms of new students. Written directions might be printed in the school paper or sent to home room teachers or presidents, to be read and posted in the home rooms.

Hold an Open House in the library for new students and act as guides to show them about, distribute copies of the library rules, classification book marks, etc., and to explain how to borrow books and magazines, use the card catalog, etc. If upper classmen are not well acquainted with the library, hold similar Open House for them, limiting the group invited on any particular day so that individual attention may be given. Guides may wear arm bands or badges.

Assist at a library tea for the faculty or a Parent-Teacher group.

Keep a list of the occasions on which you use the library for two weeks and tell in each case what you wished to find and what specific material you found to serve your need.

SHELVING

As you have read, books are arranged on the shelves from left to right in the order of the class numbers, from top to bottom of each section of shelves, and from left to right around the room. Fiction, biography, and sometimes other classes have a special location. Learn of such irregularities in your library.

In shelving, all books should be placed flush with the edge of the shelf and should not be crowded. Before taking books to the shelves, arrange them in order on the book truck, charging desk, or table, and wheel the truck to the shelves or take only so many books as can be laid on a near-by table. Always use both hands in shelving, *opening a space* before pushing the book in place. If the shelf is too full, move the books at the end down to the next shelf to make room. If the whole section is temporarily full, put the extra books on top rather than attempt to crowd them in their proper order. In shifting books from one shelf to another, do not neglect to move corresponding shelf labels.

See Flexner, Jennie M. *Circulation work in public libraries* Chicago, A. L. A. 1926. p 234-9, for an enlightening discussion of shelving.

The new assistant should turn books down on the front edge or, better, make a list of call numbers, authors and titles before starting to shelve, until his librarian checking his work finds no errors in his shelving in two successive days. All shelves should be "read" or checked often, daily if possible, to see that books stand in correct order. This may be done in connection with shelving or as a separate process, and is an excellent means of becoming acquainted with the book stock of the library.

Fill in requested information:

Steps to be followed in shelving:

Benefits of reading shelves (both to librarian and patron)

Directions for reading shelves and for dusting:

CHARGING

Every library book must be accounted for all the time, so when a book is taken for use outside the library, its book card filed in the charging tray gives its location. This card gives the call number (at the left), the author, the title, and (at the right), the accession number (if used), briefly identifying the book to prevent its being mistaken for any other. Usually this same information is written on the back end paper fly leaf above the date slip. The date slip may be pasted to the fly leaf along the left side and bottom to hold the card, or a pocket may be used on the inside back or front cover, in which case the identification of the book may be typed on the pocket.

When a book is to be taken for use outside the library, the patron takes the book card from the pocket and signs his name on it while the librarian stamps the book with the date due. The book card is then stamped also and placed in the charging tray. Some libraries may slip a stamped date card in the pocket in preference to using a date slip. Deftness and speed are necessary in stamping books during rush hours.

Stamps are changed daily after school or before, so that the date stamped is always two weeks, one day, etc (the period of the loan) in the future in libraries using *date due*. In changing stamps, use a calendar and allow for week ends and holidays.

Charging systems vary according to the needs in any particular library. Find out the practices used in your library and fill in the outline:

REGULAR HOME USE LOANS

RESERVE BOOKS

.....	Color of card
.....	Indication to patron of length of loan
.....	How to distinguish stamp (or date card) to be used
.....	Stamped example
.....	Location of date slip
.....	Location of pocket
.....	List of items of book's identification on book card
.....	Location and items of identification in book

PROCEDURE IN CHARGING

.....	1. Patron's part
.....	2. Librarian's part

MAGAZINES

PAMPHLETS AND MATERIAL
FROM VERTICAL FILE

.....	When loaned
.....	Indication of length of loan

..... Kind of card

..... Identification of stamp

..... Stamped example

ENVELOPE FOR PROTECTION

..... When used

..... Where kept

CHARGING PROCEDURE

..... 1. Patron's part

..... 2. Librarian's part

In charging books the librarian should learn to work swiftly and accurately in order to give the patron his books as quickly as possible and to make a correct record for the patron and for the library.

Place the stamp squarely on the ink pad and then press it lightly but firmly on the date slip or date card. The date stamped should be legible and should be placed at the end of the other dates already stamped on the slip so there will be no doubt as to which of the dates indicates when the book is due. Keep dates in neat parallel lines. Before taking the desk for the first time to charge books, get a date slip and practice stamping with each of the library stamps.

When handing the patron his book, see that his name or number is written legibly and that he has given his home room, if your library requires that information.

On a separate sheet make a facsimile drawing of an opened book from your library showing the book card and date slip, pocket, and identification in the book. Label fully.

On a separate sheet, outline the procedure followed in your library in

1. Notifying overdue and collecting fines.
2. Putting books on reserve.
3. Charging books to teachers.
4. Lending a popular book to persons who have put their names on the waiting list.
5. Lending music, slides, records, maps, posters, and miscellaneous material.

FILING AND COUNTING CIRCULATION

Book cards are usually kept in the front of the charging tray during the day, and at the end of the day, the circulation is counted and the cards are filed by class number or alphabetically by author, behind the charging tray guide for the corresponding date due. One period loans are checked every hour to see that all are returned. Longer loans are checked automatically each day as the date due moves to the front. Some libraries file all cards alphabetically in one file to make it easy to locate any book, but checking overdue is a long process unless a duplicate card is made for each book and filed by date.

SLIPPING

This is the term applied to replacing the book card in the returned book before shelving. First notice the date stamped in the book, and then find the corresponding date in the file. Look for the call number of the book or the author, according to the system of filing used, and check by comparing the accession numbers on book card and in book. Overdue books should be laid aside until a record of the fine can be made. Lay aside also, in the manner designated by your librarian, books with full date slips or book cards and those which need mending.

Put aside to be checked by your librarian all books you slip, until you have made no mistake for two days in succession.

Fill blanks:

The reasons for having a charging system in our library are:

The method of filing cards in our charging tray is

Steps in charging a book in our library are:

During the day the books are taken, cards for longest loans are kept

Cards for one period loans are placed

Cards for magazines charged out are placed

Cards to use in charging magazines are kept

Cards are arranged for filing by

A record of the number of books circulated is kept because

The reasons for having (or not having) fines in our library are:

The steps to be followed in slipping returned books are:

The following kinds of books should be picked out and laid aside when slipping:

Directions for changing stamp

Directions for cleaning stamp and stamp pad

Directions for counting hourly circulation

Directions for counting daily circulation

SUGGESTED ACTIVITIES:

Prepare oral or written directions for borrowing books and magazines from your library. Post these directions in your library, print them in your school paper or library bulletin, or place on book marks for distribution. A clever cartoonist can explain the process graphically. See such a cartoon in *Wilson Bulletin* 5.625 June 1931. Oral directions may be given in home rooms or before groups of new students.

Compare library circulation statistics for different years and months or for different classes. Write an article showing whether more or fewer books are being taken out, what months average highest in daily circulation, what classes of books have the largest circulation, the largest single day's circulation, etc., and explain your figures in a manner to interest patrons.

Examine the library accession book and report on its form, purpose, and how it is kept up. (See Wilson *School library management*, 5th ed. N.Y. H W Wilson, 1931 p. 100-17, for information about an accession record.)

RELATED WORK IN THE LIBRARY

"Grooming" the library, including replacing current magazines in order on the rack, replacing back numbers, keeping reference section in order, dusting shelves and charging desk, filing paste pots, sharpening pencils, taking care of flowers, arranging bulletin boards, etc. Find out your particular duties and be a good housekeeper.

Charging, slipping, shelving, reading shelves.

Changing stamps

Changing calendar.

Arranging book cards for filing

Counting and recording circulation.

Arranging shelf list cards and filing *on top of rod* in shelf list

Memorandum of my daily duties from

to

"Oh, Ranger!" Albright & Taylor 711 A34	American Party Battle Beard 329 B36	John Browns Body Benét 811 B465	How to write Special Feature Articles Bleyer 808 B647h	Constitution of the United States 342.77 Un58c
John Halifax Gentleman Craik	Fathers of the Constitution Farrand 342.73 F241 fa	Framing of the Constitution Farrand 342.73 F241 fr	Five Girls Who Did Fennis 920 F394f	How the United States Became A Nation Fiske 973 4 F541h
Janice Meredith Ford	Use your Government Franc 353 F814u	George Wash- ington, Country Gentleman Haworth B .W318h	United States in Our Own Times Haworth 973 8 H397u	National Flag A History Johnson 929.9 J71
1492 Johnston	Trees and Other Poems Kilmer 811 K48t	Log Cabin Lady B L83	Lays of Ancient Rome Macaulay 821 M117	If I Were King McCarthy

Washington the Man Who Made Us McKaye 812 M153wa	Pioneer Rem iniscences of Puget Sound Meeker 979.7 M494	Trees as Good Citizens Pack 6349 P119t	Four Million Porter 582 R.727 tr	Tree Guide Rogers
Abraham Lincoln; the Prairie Years Sandburg B L736s	Chicago Poems Sandburg 811 S213c	Old Louisiana. Saxon 917.63 S2730	Musical Amateur Schauffler 780.4 S313m	Washington's Birthday Schauffler 808 S313w
Book of Boston Shackleton 917.44 S524b	Book of Washington Shackleton 917.53 S524bo	Macbeth Shakespeare 822.3 S527m	Chicago, A Portrait Smith 917.731 S649c	How to Make Linoleum Blocks Sprague 760 S866
Abraham Lincoln and the Union Stephenson B L736st	Insects Injur- ious to forest and forest Products United States bureau of Entomology 632 Un58e	Up from Slavery Washington B W317	Rules of Civility Washington 814 W318r	Who's Who in America R 920 W628

Chapter 3

THE BOOK

PRINTED PARTS OF A BOOK

After reading Brown. *Library Key*. p. 5-11, and finding examples in various books of all the printed parts of books mentioned there, give a very brief summary of the information given by each of the following printed parts of a book and its usual location in the book:

TITLE PAGE. *Location*:

Information given:

COPYRIGHT DATE (Compare with date of publication) *Location*.

Information given:

PREFACE. *Location*:

Information given:

INTRODUCTION (Compare with preface) *Location*:

Information given:

TABLE OF CONTENTS. *Location:*

Information given:

LIST OF ILLUSTRATIONS, MAPS, DIAGRAMS, etc. *Location:*

Information given:

APPENDIX. *Location:*

Information given:

BIBLIOGRAPHIES *Possible locations:*

Alternative names often used:

Information given:

FOOTNOTES. *Location:*

Information given:

INDEXES *Usual location:*

Qualities of a good index:

Supplementary reading on the printed parts of a book will be found in Fay and Eaton. *Instruction in the use of books and libraries*, 3d ed rev. Boston, Faxon, 1928, p. 32-40. Hopkins. *Parts of a book* (Reference guides that should be known and how to use them) Detroit, Willard, 1923, Rice *Lessons on the use of books and libraries*, N.Y. Rand McNally, 1928, p. 8-13; Ward *Practical use of books and libraries*, 5th ed rev. and enl. Boston, Faxon, 1933 p. 5-10. A pertinent article on indexes will be found in *Library Journal* 55:590-3 July 1930. Cultivating the index habit Charles E. Rush. See also *Wilson Bulletin* 3:235. April 1928. A dissertation on indexes.

HABITS TO FORM IN USING BOOKS AS TOOLS

1. Look at title page rather than cover of book for author and title. The cover title is usually shorter and sometimes even different from the form on the title page.
2. Turn to the verso of the title page for the latest copyright date, because it dates the information more exactly than does the date of publication found on the title page.
3. Always read preface and introduction to learn the purpose of the book and how to use the book most efficiently.
4. Look for notes at the beginning of the book or at the head of the index for explanation of abbreviations or peculiar features.
5. Consult the index immediately when information on a particular topic is desired.
6. Handle the book deftly, knowing what parts hold keys to the kind of information desired and turning to each in proper sequence.
7. Make a note of author, title, call number and pages of a book consulted so you can readily find the reference again if you need it.
8. Remember what you know about the printed parts of books, and after a few minutes' purposeful study you can learn the best way to find information in a new reference book.

JUDGING A BOOK WITHOUT READING IT

Careful observation of the above parts of a book give basis for judging it without reading it, and deciding whether it will fit our need or merit further study. The date, the preface giving reasons for writing the book or directions for using it, the table of contents, etc., indicate what you may expect to find in the body of the book and give a clue to its merit or lack of it.

To illustrate the method of judging a book without reading it, list according to the outline*, information from two somewhat similar books, working from both at once. Give the actual information, as the exact title, the exact number and kind of illustrations, etc., and below tell the name of the part of the book and pages where you find this information. The last three sections are a summary of the book which you must make for yourself basing your conclusions on your study of all the key parts. Use Muzzey, David S. *Readings in American history*, and Fish, Carl R. *Development of American nationality*; Hutchins and others. *Guide to the use of libraries*; and Rice *Lessons on the use of books and libraries*; or any other two books suggested by your librarian.

* Adapted from Ward *Suggestive outlines for teaching the use of the library.* p. 25.

COMPLETE TITLE

(where found)

INFORMATION ABOUT AUTHOR

(where found)

PUBLISHER AND PLACE

(where found)

COPYRIGHT DATE

(where found)

EDITION

(where found)

AUTHOR'S REASON FOR WRITING THE BOOK

(where found)

TYPE OF READER FOR WHOM THE BOOK WAS WRITTEN

(where found)

SUMMARY OF CONTENTS

(where found)

NUMBER OF PAGES

(where found)

NUMBER AND KIND OF ILLUSTRATIONS, MAPS, ETC.

(where found)

COMPARISON OF MATERIAL ON A TOPIC FOUND IN BOTH
WITH REASONS FOR DIFFERENCES

TOPIC FOUND ONLY IN ONE BOOK WITH REASONS

THE STUDENT LIBRARY ASSISTANT
GENERAL COMPARISON OF TWO BOOKS



Choose some topic, as librarians, history of printing, English sparrow, Missouri Compromise, arranging cut flowers, and thru the indexes, find information on it in two books. Copy author, title, call numbers, and pages for each.

SUBJECT:

1.

2.

Complete these sentences:

The parts of the book which are used as keys in finding information are

The card catalog corresponds to the

of a book; the shelf list to

A bibliography is

; bibliographies may be located
; they are useful to

It is important to notice the copyright date of a book because

Differences between an index and a table of contents are

One may form an estimate of a book quickly by observing

Information to be found on the title page includes

To find a story in a book, one should use _____ ; for

locate a map, illustration, or diagram, use

_____ ; to find information quickly use

A revised edition is

Using an indexed book of any collection of poems, copy an author, title, and first line citation.

Book used :

Author citation :

Title citation :

First line citation :

Using a designated book of non-fiction which has no index, make five entries on a separate page as they would appear in a good index.

SUGGESTED ACTIVITIES:

Observe all the books you use during the week for the points you are studying. Dedications are usually interesting. Copy and post on the assistants' bulletin board any good ones you find. This one from Eadie. *I like diving*, has "human interest."

To my wife

Who worries about me

Call attention to good and poor indexes by posting on the assistants' bulletin board the author, title, and call number of the book, sample entries copied from the index, and your criticisms.

Make a list of books in the library entirely devoted to indexing other books or periodicals. What is the value of these indexes? Do they duplicate the card catalog?

Find examples of books without indexes, without table of contents, lists of illustrations, dedication, preface or introduction, title page (?), etc., and account for the absence of the part in each case.

Make a title page, dedication, table of contents, preface, introduction, opening paragraphs, and three sample entries for the index of an imaginary book by yourself.

Report on the provisions of the copyright law in the United States. Obtain and display application forms for a copyright in the United States. (Copyright Office, Library of Congress, Washington, D.C.)

Investigate copyright in countries other than the United States.

Write a lucid explanation of the use of the index, list of illustrations, and table of contents in finding information in books. Post on the library bulletin board or publish in the school paper.

Report on the characteristics of some well known publisher and the type of books put out by the house. How does the name of the publisher give indication of the worth of a book?

Decipher the publishers' jabberwocks in *Wilson Bulletin* 5:73-4. September 1930 and 5:332-3 January 1931.

Assemble a group of books of one publisher and see whether they have any points in common.

Investigate the process of publishing a book from manuscript to printer.

These books will give you help in working out the last four projects:

Hitchcock, Frederick H. ed. *The building of a book*; a series of practical articles written by experts in the various departments of book making and distributing. N.Y. The Grafton Press, c1906.

McCourtie, William Bloss, comp. *Where and how to sell manuscripts*; a directory for writers. Springfield, Mass. Home Correspondence School, c1919-27. (Characterizes publishers.)

Young, John L. *Books*; from the ms. to the bookseller. Bath, England, Pitman, 1929

RELATED WORK IN THE LIBRARY

Locating information in books thru using the index, especially when such information is not listed in the catalog. Good detective work of this sort will yield material on subjects, which, if the catalog alone is consulted, could not be found.

Using each of the printed parts of books intelligently and skillfully in all use of books as tools is the basis for all library work.

THE PHYSICAL BOOK

Have you ever felt a preference for a book with legible uncramped type, or for one of comfortable size and weight to hold while reading? Do you notice whether a book has an attractive binding and illustrations? Do you know what holds the pages to the back of the book? Have you observed different styles as well as different sizes of type?

Have you ever considered why pages come out of an old book and the back gets flabby, and why some books wear much better than others? Have you ever wondered how paper is made? Has it ever occurred to you to consider the other processes preliminary to your reading a book besides the author's writing it and your borrowing it at the library or buying it from the book store?

Have you ever thought of a book as a typographical (define) work of art? Did you ever see any very fine or rare books? Can you understand why some book several hundred years old should be worth thousands of dollars? Do you sympathize with the enthusiasms of book collectors? Do you regard the invention of printing as of less importance than some of our more complex modern inventions?

Not many young people, not to mention older persons, ever consciously consider the physical properties of books, their manufacture, or history, but once the subject is introduced it proves a fascinating study which grows in interest.

After reading some of the references listed in connection with a careful examination of a worn out book which may be torn apart to show its construction, you should have a concrete idea of how a book is made:

Fay and Eaton. *Instruction in the use of books and libraries* 3d rev. ed. Boston, Faxon, 1928 p. 27-30 (Shows method of folding sections and gives table of book sizes); Rice *Lessons on the use of books and libraries* N.Y. Rand McNally, 1920. p. 4-5 (Illustration and explanation of all parts of a book, bindings, and sizes); W. B. Conkey Co. *What a business man should know about printing and bookmaking* W. B. Conkey Company, Conkey Park, Hammond, Indiana. 1909. il. (Graphically describes processes of making books and catalogs)

When you are thoroly familiar with the parts of the discarded book and the function of each, take it to your librarian and show her the following parts while she checks them in your notebook with the date:

Sections	Kind of binding (write)	Size (write)
Boards	End papers	Inches
Super	Fly leaves	Name
Stitches		

List author, title, and call number of books having each of these bindings. When your librarian has leisure, collect them for her to check your selections.

CALL NO. AUTHOR TITLE

1. Cloth
2. Boards
3. Leather
4. Imitation leather
5. Paper

What is the difference between boards and paper?

Make a table of the chief sizes of books, giving names and measurements for each. List author, title, and call number for examples of four different sizes found in the library.

NAME OF SIZE	MEASUREMENTS	CALL No	EXAMPLES	
			AUTHOR	TITLE

Fold a piece of paper as a sheet would be folded to make an octavo book. Number as for pages and then unfold the paper and notice the relative positions of pages. (Ward. *Suggestive outlines*, p. 19, gives a diagram.)

What does the folding of a sheet to form a section have to do with size of the book?

What is the most common size?

Why?

CARE OF BOOKS

Knowing the construction of books, it is easy to see why some special care in handling is required to prolong their life and usefulness.

Read: Fay and Eaton *Instruction in the use of books and libraries* 3d ed. rev. p. 30-2; Rice. *Lessons on the use of books and libraries*, p. 1-2; or Ward, Gilbert O. *Practical use of books and libraries*. 5th ed. Boston, Faxon, 1933 p. 1-4.

In turning pages, do you use the right forefinger, placing it against the top of page and slipping it behind the page as it is lifted? How many people observe this simple rule (much simpler than the telling) which keeps the book free from smudges and rumpled corners?

On a separate page list five positive suggestions for handling books with reasons for each, and five things to be avoided, with reasons. Choose items to appeal to intelligent high school students.

SUGGESTED ACTIVITIES:

Write in essay or outline form a very brief history of books and printing.

Prepare a talk on the proper care of books, using a discarded book to show why its construction demands care in handling, and demonstrating the proper way to open a new book, turn pages, hold a book while reading, etc. Perhaps teachers will call upon you to give your talk to their classes.

Make a sketch for a poster or book mark which will suggest good citizenship in the use of books or the library. See posters in catalogs of library supplies for suggestions.

Write a jingle suggesting good library citizenship, suitable for publication in the school paper, or for posting in the library. (Read *Wilson Bulletin*, 5:144, October 1930 *The U. S. Cat*; *Wilson Bulletin* 5:464, March 1931 *How to use a dictionary*)

Visit a book bindery or printing establishment and write the story of your tour. Before taking the trip, jot down the things you especially want to see and the questions you wish to ask, so that your conductor will find you to be intelligent guests.

Invite a printer, binder, or some one connected with the publishing and manufacture of books to talk to your class or club.

Borrow from the school print shop or an accommodating printer some of the tools of the trade for a display in the library.

Obtain parts of an unfinished book for an exhibit in the library. Without making too much of a nuisance of yourself, you might be able to obtain an unfolded printed sheet, a signature, and perhaps a sewn contents and case damaged in the making. Prepare placards to fully explain the display.

Report on various occupations concerned with producing books, as printer, proof-reader, binder, engraver, publisher, bookseller. See books, pamphlets, and bibliographies devoted to the study of occupations as well as the books listed below.

Make a list of readable biographies of persons connected with the production and distribution of books, present-day and historical. Include magazine articles as well as books.

Report on the principles of book illustration.

Arrange an exhibit of well illustrated books by various illustrators, or of one illustrator.

Report on the life and work of an illustrator whose work you admire.

Prepare a bulletin board with examples of the work of one illustrator and information about him. Illustrations may be taken from book jackets, book catalogs, reprint pictures, or may occasionally be obtained from the publisher.

Investigate the processes by which pictures are reproduced in books. The encyclopedia article will give you some help.

Report on the American Institute of Graphic Art and its annual exhibit. See *Readers' Guide* for magazine articles.

Display fine books in the museum case.

Report on the origin of the alphabet, papyrus and other early writing materials; manuscript books; printing in ancient China; John Gutenberg; William Caxton; the influence of William Morris on the printing craft; Benjamin Franklin as a printer.

Exhibit on the bulletin board facsimiles of illuminated manuscripts or old books. Many examples may be clipped from advertisements for books, or a facsimile page might be made by an artistic student. Museum prints and post cards may also be had.

Make and exhibit facsimiles of clay tablets, papyrus rolls, horn books, etc.

Post on the bulletin board post cards or larger prints of Alexander's *The Evolution of the Book*, the Library of Congress murals. Some of these are shown in Rice *Lessons on the use of books and libraries*, p. 14. Prints may be purchased from the Elson Art Publication Company, Inc. Supply explanatory notes for each picture.

Gather clipped pictures illustrating the evolution of books and libraries as we know them today. Include such subjects as clay tablets and stylus, papyrus rolls, Rosetta stone, books with jewelled covers or with clasps, books chained in early libraries, chap books, etc. Many of these subjects are included in the post cards published by the British Museum.

Mimeograph or hectograph sheets for your club program or yearbook, or make a hand-book for users of your library. Plan the layout of your copy carefully so that pages will be in consecutive order when sheets are folded.

Copy and color publishers' colophons or trademarks on uniform backgrounds and use as a frieze for library decoration. Smaller copies may be made on transparent Japanese rice paper and attached to window panes; they are very attractive when the light shines

thru *Library Journal* 52 1015-17 November 1, 1927 Printers' marks as library window decoration M Flattery il describes the early publishers' devices in leaded glass which decorate the windows of a university library Colophons may be cut from publishers' catalogs, uniformly mounted and used as a frieze or border for a bulletin board of bookish pictures *Wilson Bulletin* 5 60 September 1930 It's a game! is a page of pictures of colophons Perhaps you would like to play the game and identify them Answers appear in the October issue Do you know the significance and history of colophons?

Report on the first manufacture of paper; present-day manufacture of paper

Prepare bulletin boards or exhibits showing how paper is made

I HISTORY OF BOOKS AND THE BOOK AS A WORK OF ART

Davenport, Cyril. The book, its history and development. N.Y. Van Nostrand 1914. il 258p. p. 102-39 The book, its history and development

*Fay, Lucy E. and Eaton, A. T. Instruction in the use of books and libraries 3d ed rev Boston, Faxon, 1928. p. 148-75 Evolution of the book.

Gardner, Helen Understanding the arts N.Y. Harcourt, c1932 p 244-71 The art of the book. il. plates bibliography.

*Kimball, Alice Mary. The story of books, how they came to be. Dallas, Tex. A. T. Walraven Book Cover Co c1928 pam. out of print

McMurtrie, Douglas C. The golden book; the story of fine books and book-making—past and present Chicago, Pascal Covici, c1927. 406p

A history of books by a noted modern printer who loves his art

Marshak, Il'ia Iakovlevich (M. Ilin, pseud.) Black on white; the story of books Chicago, Lippincott, 1932

Orcutt, William Dana. In quest of the perfect book Boston, Little, c1926

Essays by a printer with enthusiasm for his art and its distinguished history Touches on history of books and printing and monumental examples of the typographical art, the Laurenziana Library, and contacts with printers, writers, and book lovers

Sanford, Anne P. and Schauffler, R. H. eds. Magic of books N.Y. Dodd, 1929.

Encyclopedias

Encyclopaedia Britannica. see Books, Bookbinding, Book collecting, Illuminated manuscripts, Paper, Parchment, Papyrus, Printing, Typography; also John Baskerville, Colnden-Sanderson, Coster, Robert Etienne, John Gutenberg, Nicolas Jenson, Aldus Manutius, William Morris.

*World Book, 1930 2:851-8 Books and bookbinding Elbridge W Palmer Same or related topics in other encyclopedias

Periodicals

Booklist. 26:419-28 August 1930. The book as a work of art. W. A. Kittridge

Industrial Arts and Vocational Education 21 300 October 1932 An assembly program for printers L. A. Rabe

Students dramatize class in "Evolution of the book" Brings out history of printing, methods, and printing as a vocation

Scholastic 20:28-9. March 19, 1932 Cartoons, ancient and modern

Explanation of old wood cuts

Scholastic. 20:29. March 19, 1932. Block books

Book printing before the invention of movable type

School Arts Magazine 28 323-8 February 1929 Book number Historical and artistic bookbinding Julia W. Wolfe il.

In this issue also, book decoration, initial letters, block print illustrations, and descriptions and illustrations of two book making projects

School Arts Magazine 29:562-3. May 1930 Hornbooks I. J. Williamson il.

* Good brief survey of the history of books

II MODERN BOOKS AND BOOKMAKING

Binder's Board Manufacturers Association Bound to last; a compilation of data for those interested in better bookbinding 18 East 41st St N Y The author, c1928

W B Conkey Co What a business man should know about printing and book-making rev. and enl ed W B Conkey Company, Conkey Park, Hammond, Indiana, 1928 il

Hitchcock, Frederick H ed The building of a book, a series of practical articles written by experts in the various departments of book making and distributing 2d ed rev and enl N Y Bowker, c1929 315p \$3

CONTENTS Introduction, by Frederick Melcher, The publisher, by Lyman B Sturges, The literary agent, by Carl Brandt, The manufacturing department, by Lawton L Walton, The making of type, by L Boyd Benton, Paper making, by Herbert W Mason, Hand composition and electrotyping, by J Stearns Cushing, Composition by linotype, by John R Rogers; Composition by monotype, by F L Rutledge, Proof reading, by George L Miller, Presswork, by Walter J Berwick, The printing press, by Frank J Ball, Printing ink, by James A Ullman, The printer's roller, by Albert S Burlingham, Line and halftone plates, by George M Gill, Color plates, by W J Wilkinson, The wax process, by Robert D Servass, Making intaglio plates, by Elmer Latham, Printing intaglio plates, by George W H Ritchie, Lithography, by Charles Wilhelm, The gelatine process, by Emil Jacobi, Offset printing, by George E Lodgers, The cover stamps, by Philip Becker, Jr, Book cloths, by Harold E Shaw, Book leathers, by Frederick N Moore, Leather substitutes, by R A Applegate, The binding, by F E Palmer, Special bindings, by Henry Blackwell, Library binding, by Frank M Barnard, Copyright, by Frederick H Hitchcock, Advertising and publicity, by Joseph C Pfeiffer, The traveling salesman, by Harry A Thompson with revision by Samuel McLean Loweree, Selling at wholesale, by Francis Ludlow, Selling by subscription, by Charles S Olcott, Selecting for a public library, by Arthur E Bostwick Young, John L Books, from the ms to the bookseller Bath, England, Pitman, 1929

Describes the steps in the publication and distribution of the book and the executive problems of each department thru which it passes Includes specimens of several styles of type

School Arts Magazine 28 372-7 February 1929 Bookbinding with a large class Harriet M Shoen il

Describes and illustrates process of forming signatures, sewing and casing so that you could make a book for yourself

III PAPER

Eaton, Crane, and Pike Co Pittsfield, Mass How fine writing paper is made; or, Story of what you would see on a visit to a paper mill pam free

Hitchcock, Frederick H ed The building of a book p 37-45 Paper making, by Herbert W Mason

Sanford, Anne P and Schauffler, R H eds Magic of books N Y. Dodd, 1929. p 87-93 Story of paper and printing

See also material listed under *Exhibits* and books on commercial geography and manufactured products

IV. ILLUSTRATIONS AND ILLUSTRATORS

Darton, Frederick J H Modern book illustration London, The Studio limited; N Y. W E Rudge, 1931

Contains illustrations of the work of many contemporary illustrators, largely British

Fitzroy, Edwin Maurice. Illustrated editions of high school classics. Chicago, American Library Association, 1930.

Useful in learning who are our modern illustrators and in assembling examples of their art for exhibits. p. 4-6 contains a list of illustrators and references to biographical material. Hitchcock, Frederick H. ed. The building of a book. N.Y. Grafton Press, c1906. p. 54-63. The illustrator, by Charles D. Williams.

Latimer, Louise P. Illustrators, a finding list. Boston, Faxon, 1929. (Useful reference series, no. 39)

A selective list of illustrators of children's books and finding list for the books they have illustrated. The work of many of the illustrators is not confined to juveniles

McGregor, Della List of illustrators of children's books. May be had gratis from American Library Association, 520 North Michigan Ave. Chicago.

Mather, Frank J. and others. American spirit in art. New Haven, Conn Yale University Press (Pageant of America, v. 12)

p. 223-52 Reproductive engraving; p. 253-76. Painter-engraving; p. 277-305. Illustration; p. 306-18. Social and political caricature

The *United States Catalog* may be used as a finding list of books illustrated by a certain artist, the books being listed under the name of the illustrator

V EXHIBITS

Hammermill Paper Company, Erie, Pennsylvania. Educational package. free. Exhibits, charts, and photographs. Prices on request

Houghton Mifflin Company. 2 Park Street, Boston. "Bookmaking displays showing various stages of a book in the making, with accompanying explanations, which we lend to libraries who request them May be borrowed for one week Charge, \$1.00 to cover labor and postage costs"

Strathmore Paper Co Mittineague, Mass. Paper exhibit \$1 00

VI. PICTURES

British Museum pictorial post cards. Obtain from G E Stechert and Co. 31 East 10th St. N.Y.

Joseph H Dodson, Inc Kankakee, Ill. Paper. Set of 20 pictures, 6" x 8". 50c

Elson Art Publication Co. Inc 78 School Street, Belmont, Mass Prints of Alexander's *The Evolution of the Book*, Library of Congress Murals

VII. FILMS

Bray Productions, Inc. 729 Seventh Avenue, N.Y. Art in book binding.

One-half reel demonstration of fine book binding

Doubleday, Page & Company. The making of a book

Three reels. The various processes thru which the book must go from linotype machine to bindery

Fox Film Corporation 850 Tenth Avenue, N.Y. White paper.

One reel Manufacture of paper.

Ginn & Co. 2301-2311 Prairie Ave. Chicago. Your book.

2 reels 35 min Rental free User pays transportation from and to Chicago

Pathoscope Company of America. 35 West 45th Street, N.Y. The daily paper

One reel Extensive and complicated business of publishing a newspaper

Picture Service Corporation. 71 West 23rd St. N.Y. Making of a great newspaper.

Three reels. Complete process, gathering news, transferring copy from paper to metal, etc Made with cooperation of the *New York Times*.

- Society for Visual Education, Inc. 327 South La Salle Street, Chicago. Manufacture of paper. 110 film frames. \$3.00; Paper. 37 film frames. \$3.00
- John C. Winston Company. 1006-1016 Arch Street, Philadelphia Books—from manuscript to classroom. 1 reel 16mm. 12-15 min. Rental free
- Y.M.C. Motion Picture Bureau. 347 Madison Ave. N Y.; or 300 West Adams St. Chicago. From trees to Tribunes.
3 reels Making a newspaper The voice of business The production of paper for business purposes Free except for transportation
- See also the catalog of films and slides available from the extension division of your state university or of neighboring states for pictures on books and paper
Indiana, Kansas, and Wisconsin have numerous films in this field.

VIII. BIBLIOGRAPHIES

- Los Angeles Public Library Department of Work with Children. Public library service to elementary schools. The author, 1926 25c p. 41-52. Enriched curricula suggestions.
- Lovis, Marion. Course of study in the use of the library, grades 7 to 9. Detroit Public Schools. Department of School Libraries, c1926. 40c. p 16-17. References for "The Making of the Book."
- Wilson Bulletin 7:537-45. May 1933 Enriching the library lesson Miriam Herron, comp.

See also textbooks of printing and bookcrafts, books on inventions and manufactures, ancient and medieval history, histories of literature, periodical indexes, etc. Even tho your library has few of the books listed, with patience and ingenuity you can still find a great deal of information about books in works on other subjects.

A very interesting club program for a year could be planned on the book. Many of the activities suggested may be correlated with other subjects, as printing, art, history, Latin, vocations, or English. Projects worked out in these classes may be displayed in the library, and library exhibits may be loaned to class rooms after serving in the library. In following the suggestions for the bulletin boards and exhibits, some plan should be made so that the displays will follow each other in an orderly manner. A chronological sequence or subject grouping should be worked out for the displays

RELATED WORK IN THE LIBRARY

Mending books.

References:

- American Library Association Mending and repair of books 4th ed The author, 1921 23p. 25c
- Demco Library Supplies Catalog No. 31 Contains "A guide to better book mending" 11
- Gaylord Bros Inc Bookcraft (Illustrated pamphlet on book repair)
- The H R Huntting Co Book mending; some short cuts and labor saving devices. 1929
- Wilson, Martha School library management. 5th ed. rev N Y H. W. Wilson, 1931 p. 77-86 Binding and mending

Occasional collating of magazines and books to make sure that they are being treated with care and respect.

Making scrapbook covers for library scrap to be sent to the collection of the American Library Association, or for other use in the library.

Re-inforcing magazine covers.

Placing much used pamphlets in stronger covers.

If you were to spend your hour in mending, where would you find:

Paper for mending torn margins:

Thinner paper to mend tears in print:

Brushes:

Paste:

Scissors:

Bookbinders' thread:

Book cloth:

Single and double stitched binder:

Strip to strengthen hinge:

Paper strip to use in tipping in a leaf:

Paper for re-inforcing magazine covers:

Card board and manila folders for pamphlet covers:

Has your library a mending kit?

What does it contain?

Where is it kept?

Do you spread newspapers on the work table before beginning work and paste on a stack of sheets cut in half, throwing away the top sheet as used? Where can you find these papers (or other covers)?

What do you do with the mending materials you have used at the end of your hour? Mention paste and brushes, soiled newspaper, scraps, and all supplies

On a separate sheet, give full directions for. mending marginal tear; mending tear in print; strengthening hinge; tipping in page with paste and with hinge; re-inforcing magazine covers; putting pamphlet in substantial covers. In each case, tell how you make the diagnosis and select the proper operation to correct the damage done the book, listing materials necessary.

Do you recase or rebake books in your library?

Why is such

policy followed?

If recasing is done, give complete directions for removing cover, sewing, making new case, putting book into cover, and lettering author and title.

Chapter 4

THE CARD CATALOG

As a book has an index to enable one to find information in it readily, so the whole library has an index in the form of a dictionary catalog on cards, which guides one in locating individual books

To understand more about the use of this most important tool in the library, read *Library key*, p. 12-25. Fill the blanks in the following statements:

1. The catalog indexes the books in the library by (1)

(2) and (3)
2. Every card gives the _____ in the corner, which shows the location of the book in the library.
3. Cards are arranged _____ according to the words on the _____ line.
4. An author card has _____ at the top; a subject card has _____ at the top; a title card has _____ at the top.
5. In our catalog, subject cards are distinguished from others by _____.
6. An analytic card is _____.
7. Advantages of a card catalog over a printed book form library catalog are _____.
8. It is called a "dictionary" catalog because _____.
9. A series is _____.

10. A *see* reference is

11 A *see also* reference is

INFORMATION TO REMEMBER ABOUT THE CARD CATALOG

1. The card catalog is made by adding to it for each book placed in the library, one card having at the top the author's name; one card having the title at the top, and as many cards as there are subjects, each having at the top one subject.
2. Except for the different headings, the cards are the same; each card contains the call number in the upper left hand corner, the full name of the author, the title, the publisher, and the date.
3. Each card represents the title page of the book and reproduces the material found there.
4. Catalog cards are filed alphabetically by the word on the top line considering the heading word by word.
5. Cards for a single book are thus filed thruout the catalog according to the different headings, so whether one looks for the author, title, or subject, a reference to the book may be found.
6. If one wants a certain book, its location in the library may be found by looking for the title or author in the card catalog and copying the call number
7. All the books by a certain author are listed on consecutive cards headed by the author's name
8. All the books on a certain subject are listed together; sub-divisions of a subject are filed alphabetically after the general subject.
9. When two or more cards have the same heading. (whether the same author or the same subject) the cards are sub-arranged alphabetically by the words on the next line
10. A card which says: VOCATIONS, see OCCUPATIONS (*see* card) means that you must see the entries headed OCCUPATIONS to find any material.
11. A card which says ENTERTAINING, see also AMUSEMENTS, ETIQUET, GAMES, suggests that you look under these additional headings if you want more material after examining the books listed under ENTERTAINING
12. Books *about* a person (subject cards) are filed after books *by* the same person (author cards).

Verify these statements by finding examples of each in your card catalog. Make a note of any variations.

THE FORM OF THE CATALOG CARD

The catalog card stands for the title page of the book, from which the title, illustrator, publisher, date, etc are copied. The Library of Congress printed

cards, which are widely used in libraries, give the fullest details, so we shall analyze the L C card for *Hunger fighters*, by Paul De Kruif, as an aid to understanding what information is given on catalog cards in general and the form in which it is given. On the L C cards the physical book (size, illustrations, etc) is described; the cataloger examines the book and lists the information in a certain order. Frequently the chapter headings are listed in a paragraph; they are copied, of course, from the table of contents

Since the catalog card stands for the book, and particularly for the title page, examine the title page of *Hunger fighters* as you study the L C card and skeleton card. Before attempting to follow the explanation, write a definition for each of the following words and be sure you understand perfectly its use in describing the book and catalog card:

Alternative (title)

Analysis (of the card we are studying)

Bibliography

Centimeter

Collation

Conformity

Entry

Explanatory (title)

Imprint

Indentation

Itemize

Omission

- (6) Notes, such as series, mention of former title, bibliographies, etc
- (7) Contents. The only notes given for most books.
- (6) There are no notes other than *Contents*.
- (7) Contents.—Wheat: Carleton. Mackay—and others more eminent.—Meat: Dorset, Mohler. Francis.—Maize: Ancient and anonymous. Shull Hoffer—The hidden hunger: Babcock Steenbock. Goldberger.

Comparing the book with the catalog card, you have discovered that the information for items (2)-(4) is found on the title page in similar order. The book itself, including lists of illustrations, must be examined in order to itemize the collation. You will notice that pagination is given as the book is paged. If introductory pages are numbered with Roman numerals they are so listed. The cataloger must use his own judgment in conformity with intricate cataloging rules in adding notes. Three dots indicate an omission of some matter printed on the title page, and brackets indicate that the enclosed matter is not found on the title page.

The subjects used in the Library of Congress card catalog for the book are suggestive to the cataloger using the card, and also indicate, to the library patron who understands what they are, the content of the book. Headings for secondary cards are printed below any notes. Seven cards would be used for *Hunger-fighters*, being 1. SCIENTISTS; 2 AGRICULTURE—BIOGRAPHY; 3 VETERINARIANS—UNITED STATES; 4 FOOD; 5. FOOD SUPPLY; 6. HUNGER FIGHTERS (title); and 7. author or main card.

Seven identical printed cards would be received from the Library of Congress. On one the call number would be added in the upper left-hand corner, and the card would be used as the main, or author, card and would be filed in the catalog with the D's. This is the example we have been studying.

FOOD SUPPLY

920
D32h

De Kruif, Paul Henry, 1890—

**Hunger fighters, by Paul de Kruif ... illustrated by Zadig.
New York, Harcourt, Brace and company [1928]**

6 p 1, 3-377 p. illus. (incl. ports.) 22 $\frac{1}{2}$ cm.

CONTENTS—Wheat: Carleton Mackay—and others more eminent.—Meat: Dorset. Mohler Francis.—Maize: Ancient and anonymous. Shull. Hoffer.—The hidden hunger: Babcock. Steenbock, Goldberger.

1. Scientists. 2. Agriculture—Blog 3. Veterinarians—U. S. 4. Food.
5. Food supply. 1. Title.

28—24361

Library of Congress

Q141.D4

— Copy 2.

Copyright A 159

[32h⁵5]

A SUBJECT CARD

All other cards are termed "added entries" or "secondary" cards. To one printed card would be added the call number and the heading SCIENTISTS in solid capitals or red, and this subject card would be filed with the S's. Another would be given the call number and the heading AGRICULTURE—BIOGRAPHY, and so on.

Of course, the librarian may not use exactly the subjects which the Library of Congress has used, because in a smaller library extremely detailed subjects are not necessary. The small library will most likely use the heading VETERINARIANS rather than VETERINARIANS—UNITED STATES, because it probably would not have much on veterinarians in other countries and the one heading would cover all the books. The librarian follows a printed list of subject headings in cataloging books, however, because the subjects used must always be stated in the same form, and memory cannot be trusted to be exact.

For the title card, we would add the call number and the title with only the first word and proper nouns capitalized.

Hunger fighters	
920	De Kruif, Paul Henry, 1890—
D32h	Hunger fighters, by Paul de Kruif .. illustrated by Zadig. New York, Harcourt, Brace and company [1928]
6 p 1, 3-377 p illus. (incl. ports) 22½cm.	
CONTENTS --Wheat. Carleton. Mackay—and others more eminent — Meat: Dorset. Mohler Francis.—Maize: Ancient and anonymous. Shull. Hoffer —The hidden hunger: Babcock. Steenbock. Goldberger.	
1. Scientists. 2 Agriculture—Biog 3. Veterinarians—U. S. 4. Food. 5. Food supply 1 Title.	
Library of Congress	Q141 D4
----- Copy 2	28—24361
Copy right A 159	[32h55]

A TITLE CARD

A small library would probably make an analytic card for each of the "hunger fighters," Carleton, Mackaye, Mohler, etc. and would type the tracing (list of headings) on the back of the card. This brings out, in the catalog, sources of biographical matter which we might want about any of these men. The headings: CARLETON, MARK ALFRED; MACKAYE, ANGUS; MOHLER, JOHN ROBBINS; etc. would be added to the printed cards in the same manner as SCIENTISTS and the other subject headings were used, or an entire card in a different form may be typed.

BABCOCK, STEPHEN MOULTON, in

920 **De Kruif, Paul Henry, 1890-**
 D32h **Hunger fighters**, by Paul de Kruif ... illustrated by Zadig.
 New York, Harcourt, Brace and company [1928]
 p.267- 6 p l. 3-377 p illus (incl. ports) 22½cm.
 97

CONTINIS—Wheat Carleton Mackay—and others more eminent.—
 Meat. Dorset Mohler Francis.—Maize: Ancient and anonymous.
 Shull Hoffer—The hidden hunger: Babcock. Steenbock. Goldberger.

1. Scientists 2. Agriculture—Biol 3. Veterinarians—U. S. 4. Food.
 5. Food supply I. Title.

28—24361

Library of Congress Q141 D4

— — — — — Copy 2

Copyright A 159 132h551

A SUBJECT ANALYTIC CARD MADE BY USING THE L C CARD

The number containing a dash, at the lower right corner of the cards, is the number of the L C card and is used in ordering. You will notice that the part before the dash corresponds to the date of publication and designates the year when the card was printed, while the part following is the serial number of cards printed in that year. The remaining items at the bottom of the card concern the copyright and classification

Explanations of Library of Congress cards may be found in: Akers *Simple library cataloging* Chicago, American Library Association, 1927. p 74-6, Brown *Library key*. p 16-17; Hutchins & others *Guide to the use of libraries* abridged N.Y. Wilson, 1928. p 17; and Ward. *Practical use of books and libraries*. 5th ed. Boston, Faxon, 1933. p. 31. If you will study the examples of catalog cards and answer the accompanying questions in Broening, Angela Marie and Wilkinson, Mary S. *Adventures in the library* v 2 *The card catalog and magazine indexes* Department of education and Enoch Pratt free library, 1929, you will have a clear conception of the information to be found on an L C card

When using L C cards, added entry cards are made by typing the headings (subjects, second author or editor, illustrator, title, etc.) in the top margin of additional L C cards, as explained, and checking on the author card the headings used (tracing) so that when the book wears out or is withdrawn from the library records for any other reason, all the cards made for it may be traced and removed from the catalog. If all the cards are typewritten in the library, added entry cards may be made briefer than the author card, and the typed author card itself will not contain such full information as given on the L C card.

(More detailed and technical explanation of catalog cards may be found in: Akers *Simple library cataloging*; Mann. *Cataloging and classification*, p 14-36, 139-43; Wilson *School library management* 5th ed. N.Y. H. W. Wilson, 1931. p 123-43)

Using another library book, find the author card and analyze it as above.

- (1) Call number
- (2) Author
- (3) Title group
- (4) Imprint
- (5) Collation (Write out abbreviations)
- (6) Notes or contents

On a separate page make an accurate copy of each added entry card from your author card. If Library of Congress cards are not used in your catalog, note variations on the skeleton card according to the form which is used in your library, or make a new skeleton card. In all problems use the forms followed in your own library, disregarding others. In typing cards, always follow your skeleton card closely for spacing and punctuation.

You notice that every catalog card is printed or typed in an orderly and uniform manner and every line begins at one of two indentions. These are the first or author indentions, and second indention, used for subject, title, illustrator, secondary authors, etc. Using a ruler, draw a single light line on your skeleton card at the second indention and two lines at the first indention.

Of course it is not important that the general reader observe the *form* of the catalog card, but for persons who will be called upon to copy unit cards or make cards for fiction, to make bibliographies and quick reference cards, and to use the fullest resources of the catalog, it is important to understand the mechanics of the catalog card. This does not mean, however, that you must prepare yourself to be a cataloger, for a very technical course in library school is the training necessary for that work. Neither should you memorize the details given, but rather grasp the essentials and understand them and later turn back to your notes as you have occasion.

ANALYTICS

School library catalogs usually contain many references to parts of books, citing the reader to a chapter or section on his topic continued in a book on a more inclusive subject; to a story, play, essay, biography, etc in a collection; or to works of an author appearing in a collection by various authors. The subject, title, or author of the selection appears in the usual place at the top of the cards, but there are two general forms for the body of the analytic card.

One form for an analytic card is the same as for the main unit card with the subject, title, or author analytic heading in the regular place for a secondary heading. Paging for the selection of the book being analyzed may be added below the call number or following the title of the book, or the title and paging of the selection may be in the form of a note. Some libraries using this form for analytic cards omit paging entirely, expecting the reader to find the selection by using the index or table of contents of the book.

On the other form of analytic card in general use, the title of the selection occupies the position of the title of the whole book on the main author card, and the title of the book with the paging for the analytic is placed in parenthesis following. As before, the subject, title, or author analytic heading occupies the usual position for secondary headings.

See Brown. *Library key*. p. 18-19, for both types of analytics; Akers *Simple library cataloging*. p. 43-6, and Wilson. *School library management*, p. 138, for the first type.

Make a skeleton card in the form used for analytics in your library. Give no attention to other forms.

Copy on a separate sheet an example of a subject, a title, and an author analytic card from one of the books mentioned, or better from your own catalog, following the form your library uses.

Printed indexes to essays, short stories, plays, collective biographies, etc., may partly or entirely take the place of analytics in the card catalog. List any of these printed indexes used in your library.

CALL NUMBER AND LOCATION IN LIBRARY	COMPILER	TITLE	PUBLISHER	DATE	USE
--	----------	-------	-----------	------	-----

Fill in answers to these questions.

1. What information must the catalog card give to distinguish a book from any other book in the library?
2. What other information would one need if he wished to purchase the book?
3. What is the value of analytic cards?
4. Are they equally valuable in every library?
5. What is meant by first and second indentions?

6. What items begin at first indention, typewriter space _____

- second indention, typewriter space _____

7. Why must catalog cards be exact and uniform in all details?

8. Explain how secondary cards are made from the main author card, or unit card.

9. Information for the first part of the catalog card is obtained from the _____ of the book

10. The author card is also called the _____ card

11. A subject card is made by _____ the subject at _____ indention on a card _____ the main card

EFFICIENCY IN USING THE CARD CATALOG

The card catalog is made for the use of people who are not expected to know the technical aspects of cataloging and classification, and so should be self-explanatory, but some knowledge of its foundation principles will enable the user to find his information more speedily and with fewer false starts.

The searcher should first be careful to get the exact wording or spelling of his author, title, or subject. He would be disappointed in not finding *House built on sticks* if he really wanted *Houseboat on the Styx*, or if he looked for books by George Eliot, spelling her name Elliott.

The latest and most accurate or best known name is used in cataloging an author's works and using his name as a subject. You will find books for the former Honoré Willsie under Morrow, Mrs. Honoré (McCue) Willsie, her present married name. The author's real name rather than his pseudonym is used except in a few cases, like George Eliot, where the pseudonym is much better known. In each case a *see* card will refer you to the form of the name used, but if you know the preferred form, you will save time by looking for it first.

Subjects are in the form of nouns, the most simple and most common, and at the same time, the most exact terms being chosen. We prefer AIRPLANES to AEROPLANES, POTTERY to KERAMICS, NEGRO SONGS to PLANTATION SONGS, ESKIMOS to ESQUIMAUX. Subjects having universal application as arts, sciences and technical material are sub-divided by geographical divisions, as EDUCATION—FRANCE; EDUCATION—U. S.; EDUCATION—INDIANA; EDUCATION—NEW YORK (city); AGRICULTURE—CANADA; AGRICULTURE—SOUTH AMERICA; AGRICULTURE—NORTH DAKOTA; but historical and descriptive subjects, which depend on a specific locality for meaning, are used as sub-divisions under geographical headings as CHINA—DESCRIPTION AND TRAVEL; GREAT BRITAIN—DESCRIPTION AND TRAVEL; MAINE—DESCRIPTION AND TRAVEL; FRANCE—SOCIAL LIFE AND CUSTOMS; UNITED STATES—SOCIAL LIFE AND CUSTOMS. Information of all types which applies to your specific locality is listed under the name of your town so that all local material may be found together. As before, a *see* card directs you from the word for which you might look to the subject which is used.

History is listed chronologically by period under the name of the country as: UNITED STATES—HISTORY; UNITED STATES—HISTORY—COLONIAL PERIOD; UNITED STATES—HISTORY—COLONIAL PERIOD—FICTION; UNITED STATES—HISTORY—FRENCH AND INDIAN WAR, 1755-1763; UNITED STATES—HISTORY—REVOLUTION; UNITED STATES—HISTORY, 1783-1865; etc.; FRANCE—HISTORY; FRANCE—HISTORY—HOUSE OF VALOIS, 1328-1589; FRANCE—HISTORY—BOURBONS, 1589-1789, etc. Historical movements which involve more than one country are listed independently as well as under the history of each country concerned. Examples are: REFORMATION; EUROPEAN WAR, 1914-1918; RENAISSANCE.

Much practice in using the catalog will develop your resourcefulness in finding information. If your first idea proves unfruitful, restate your subject and try again. Do not overlook the fact that altho your particular library may have no subject card for your topic, material may be included in a book on a broader subject, which will answer your need. You may not find a whole book on BEARS, but a book about ANIMALS may furnish the desired information. However, select the most specific subject you can find related to your topic. The book on ANIMALS will give you more about bears than would a book listed under ZOOLOGY. The reader must bridge for himself this transition from a smaller topic to a larger related subject for it is not usual to place in the catalog *see* or *see also* cards referring from one subject to another larger or more inclusive subject to which it is related.

Always read your catalog card and interpret it as you have just learned to do in order to determine exactly what book is represented and whether it will serve your purpose. If you are referring to an analytic card, be careful to distinguish between the title of the selection and the title of the book which you want to find on the shelves, and to copy the page numbers where you will find the desired material.

Suppose you want information on the topics listed in the paragraph and your catalog contains no such subject entries. Place each topic opposite the subject

in the column where you would expect to find information. To test your resourcefulness, some topics are included which may be treated in one or more subjects, and in some cases several topics are covered by one subject.

Glaciers; roses; Venus (the star); Venus (the goddess); Hercules; How to paint furniture; Living rooms; Christmas; Lincoln's birthday; Wedgewood ware; July 4; New Orleans; Margaret Widdemer; Typhoid fever; Carl Sandburg; Library work with children; Telegraph; Teaching profession; Dishes; Printing trades; Campaigns of Alexander the Great.

ASTRONOMY

HOLIDAYS

AUTHORS, AMERICAN

HOUSE DECORATION

CITIES AND TOWNS

INVENTIONS

COMMUNICATION AND TRAFFIC MYTHOLOGY

DISEASES

NURSES AND NURSING

FLOWERS

POTTERY

GEOLOGY

PROFESSION, CHOICE OF

HISTORY, ANCIENT

STARS

SHELF LIST

The shelf list shows you what books the library owns and is arranged in the order in which the books stand on the shelves. It is used in taking inventory and may be used to advantage in some cases in checking lists of books or in making bibliographies. See *Library key*, p. 21, for a description of the shelf list and examine the shelf list in your library. The cards may correspond with those in the catalog, or may be of the order-accession type, hand-written on a form card and giving a business record of the book.

On a separate sheet, copy a card from your shelf list and make a list of the information it gives you.

SHORT CUTS IN SEARCHING THE CATALOG

If you are given a list of books for which call numbers are to be supplied, say a long reference list for a sociology class studying punishment for crime, first check it with the subject cards under PRISONS; PUNISHMENT; and CRIME AND CRIMINALS, and copy the numbers for any titles found there. Find the remaining call numbers by looking for authors. A list of essays might be checked by referring to the shelf list for classes 808.4, 814, 814.8, 824, 824.8. The biography and fiction sections of the shelf list are very useful in checking lists of biography or fiction.

If the full name of the author is known it is best to look for the author card as all books are listed by author. However, if there are many authors with the same surname, as Jones or Brown, and the first name is not known, one will probably save time by looking for the subject of the book if known; otherwise many *Jones* or *Brown* cards must be examined to find the one desired. If the exact title of the book is known, the most direct way is to look up the title entry. It is so easy to misquote a title that one should always check by looking for author and subject before concluding that the book is not in the library, because, of course, unless one has the correct initial word of the title it will not be found in the expected place. In listing books which are to be looked up in a catalog, it is wise to give the author's first name, and so avoid the difficulties mentioned.

Always arrange a long list alphabetically before attempting to check it. If necessary, cut it into strips of individual titles, arrange alphabetically and copy or paste on a plain sheet of paper. After the call numbers are found they may be copied on a duplicate of the original sheet. In preparing a long list of your own, use a separate slip for each book and arrange alphabetically preliminary to searching the catalog. The slips may be re-arranged by class number or subject if desired before copying.

ALPHABETIZING AND FILING

Any one who uses library tools soon realizes the necessity for automatic familiarity with the alphabet. Can you answer these questions without having to stop to think?

How many letters in the alphabet? What are the thirteenth and fourteenth letters? The eighth? The sixteenth? What letter comes before *j*? After *i*?

Write the letters in columns of six and number each letter. At odd times, drill yourself on the sequence of letters and their relative positions. Copy on slips words such as are given in dictionary study leaflets or suggested in *Library key*, Appendix 2, and practice alphabetizing them. Save all your lists and exchange with other students for new practice material.

Cut apart and file according to the filing code of your library (or refer to *Library key*, p. 24-5—correcting the mistake on p. 25—supplemented by Wilson,

Martha. *School library management*, 5th ed. rev. N.Y. Wilson, 1931. p. 138-43.) the 142 examples of catalog cards contained in the filing problem included with this section. When beginning to alphabetize, place your cards on a table alphabetically in four columns, each containing six letters a—f; g—l; m—r; s—z; leaving a space for each letter except x, y, z, which may be stacked together. After preliminary distribution of the pack, file the group for each letter according to the entire heading.

You notice that each slip represents a card for one of the books you "shelved" in a previous problem. Before you separate your slips for filing, it would be interesting to compare the group of headings with each book to see what cards would be made for each.

PRINTED CATALOGS

Examine any of these printed catalogs owned by your library together with the descriptive material listed for each, and supply the information called for on the chart which you will make according to the plan given below.

UNITED STATES CATALOG

See descriptive material on the publications of The H. W. Wilson Company, especially the sample page of the CUMULATIVE BOOK INDEX

CHILDREN'S CATALOG, and STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES

See above material and *Library key*, p. 22-3.

A. L. A. CATALOG

BOOKLIST BOOKS

BOOKLIST

Notes on all these catalogs may be found in Mudge. *Guide to reference books* Chicago, American Library Association. Use latest edition available.

Title and publisher	$\frac{1}{4}$ "			
Content and scope	$\frac{1}{2}$ "			
Date	$\frac{1}{4}$ "			
How kept up to date	$\frac{3}{4}$ "			
Arrangement	1"			
Information given for each book listed	$\frac{1}{2}$ "			
Uses in our library				

SUGGESTED ACTIVITIES:

Write a paragraph on a single aspect of finding information in the catalog, as locating a book on a desired subject or the meaning of a *see also* card, type it neatly and post near your catalog case or print it in the school paper. A good means of gaining attention is to ask a question, as: What is Charles Gordon's real name? and then explain the point illustrated, in this case, the *see* reference under the pen name, which refers the reader to the real name. Will you use the technical terms you are learning to understand? Mann, Margaret. *Introduction to the cataloging and the classification of books* Chicago, American Library Association, 1930. p. 376-9 contains good suggestions for other devices for such informal instruction on the use of the catalog.

Make a set of questions on your miniature catalog which you assembled as a problem in filing, to be used in general library instruction.

Assist in selecting typical catalog cards, formulating questions about them to make pupils think about the points which they should know about reading the card and understanding the catalog, and mount the card together with the typed questions for the use of pupils learning how to use the library.

Broening, A. M and Wilkinson, M. S. *Adventures in the library*. Baltimore, Department of Education and Enoch Pratt Free Library, c1929. v. 2. The card catalog and the magazine indexes, p. 7-12 presents a good selection of cards and questions which would be suggestive to you in choosing cards and making questions. This and other devices which you can help make as an aid to teaching new pupils how to use the catalog are described in Ingles, May and McCague, Anna. *Teaching the use of books and libraries*. N.Y. Wilson, 1930. p. 43-6.

Make facsimiles of the necessary author, title, and subject cards five times the size of the original cards. These may be used to explain the catalog and catalog cards to a new class, or may be posted with explanations in the library.

A small catalog cabinet or a box or poster representing trays with guide letters may be placed on a table and the catalog cards posted on the bulletin board above. A placard in three colors stating that the "catalog indexes the library by author (*printed in black*), subject (*printed in red*), and title (*green*)" may be placed on top of the cabinet and a string corresponding to the type of card may be attached to the heading of each card, threaded thru the poster, and extended to the tray in which the card would be filed. The book cataloged may be placed on the table opened at the title page. The exhibit may be set up on the real catalog for open house or other times when patrons do not need to use the catalog.

Explain for your patrons how some printed catalogs or indexes, such as *The standard catalog for high school libraries*, or Logasa *Biography in collections suitable for junior and senior high schools*, are used in your library to supplement the card catalog.

Mount a sample page from any aids so used and add marginal notes explaining how to interpret the entries. Model your poster on the marked sample pages of the *Cumulative Book Index* to be obtained gratis from The H. W. Wilson Company, 950-72 University Avenue, New York.

Fill in call numbers for all books in your library that are listed in the "References for Students" on pages 10-16 of Chapter I, THE WORK OF THE STUDENT ASSISTANT

RELATED WORK IN THE LIBRARY:

Checking teachers' reference or request lists with the catalog.

Collecting all the material in the library on a subject and putting it on reserve in response to a teacher's request. A sheet bibliography or cards in the quick reference file should be made so that the material may be re-assembled quickly when needed again for another class.

Finding call numbers for outside reading lists or various printed reading lists useful in the library.

Checking with the catalog the list of books indexed in Granger *Index to poetry*, Firkins. *Index to short stories*, or any essay, play, or other indexes, or *Standard catalog for high school libraries* and supplements, and adding the call numbers for books to be found in the library.

Copying unit cards for added entry cards following the tracing for secondary headings, or adding secondary headings to printed cards.

Making cards for the quick reference file. (See *Wisconsin Bulletin* 15:118-20. May 1919, or *Wilson Bulletin* 7:178-9. November 1932. A permanent record of reference, by Velma Shaffer, for a description of such a file)

Withdrawing cards from the catalog.

Arranging catalog cards preliminary to filing, and filing in the catalog *on top* of the rod, to be revised and filed by the librarian.

Chapter 5

STEPS IN ACQUIRING A NEW BOOK IN THE LIBRARY

Space is left for your notes on each of the processes listed. Give full directions for the parts which you will perform. Your librarian will give the necessary information in class, individually, or will supply supplementary work sheets dealing with the practices in your library. You can also learn from the references cited, from observation and asking questions in your library, and from working under supervision.

I. Selection

A. Needs for service

How determined

B. Requests

Consideration given individual requests

Requests of teachers

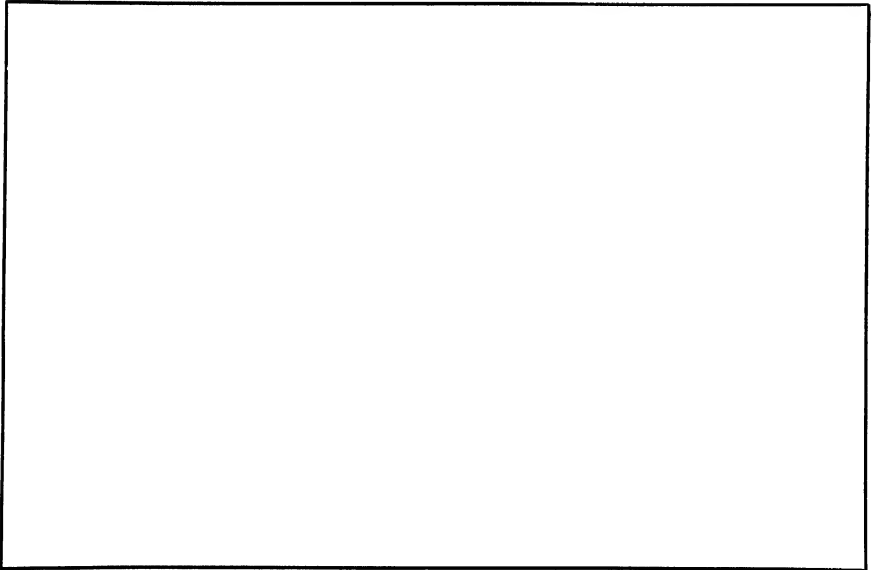
C. Standards (state requirements, standards set up by educational associations such as North Central Association, standard lists, etc.)

D. Maintaining balanced collection

E. Restrictions imposed by budget

II. Ordering

A. Filling out order card



(Paste in above space a copy of an order card used in your library filled out with all the information necessary for ordering a particular book)

1. Information required

2. Sources of information

- B. Frequency and size of orders
- C. Selection of companies from whom to buy
- D. Form of order to be sent (Copy order items for three books from an old book order)
- E. Memorandum of books ordered retained in library

III. Ordering Library of Congress cards

(See also U S Library of Congress Card division *L C printed cards; how to order them and use them*, by Charles Harris Hastings Washington, D.C. Government printing office, 1925 Obtain by sending request to Library of Congress. Card division)

- A. How L C numbers are found
- B. Mechanics of order
 - 1. Placing number on order or shelf list card

2. Copying numbers on slips

3. Arranging slips

4. Sending order

IV. Receiving new book

A. Collating to make sure book is perfect

1. Reason for doing this process first

2. Method

B. Calculating cost by checking with bill

C. Filling in date received and cost on order card

D. Entering bill and individual books in budget book

E. Placing order card in book, for reference while working with further processes

V. Classifying (See Wilson. *School library management*. 5th ed. p. 87-97)

A. Drawing L C cards from pack received

1. Method

2. Use in classification

B. Deciding on classification number

1. Points to be considered

a. Dominant subject of book

b. Where book will be most useful

c. Conformity to previous classification practice

d. Harmony with classification in other libraries used by patrons

2. Aids in classification: how used

Dewey. Abridged decimal clasification

Standard catalog for high school libraries, and Supplements

State school library manual

A. L. A. Booklist

others

3. Finding Cutter number (if used)
 - a. Where
 - b. How
 - c. Example
4. Checking classification and call numbers with shelf list
 - a. Making necessary changes in Cutter number to avoid duplicate book numbers
 - b. Harmonizing classification numbers with previous classification of similar books
5. Adding final classification or call number to order card

- VI. Accessioning (See Wilson. *School library management*. 5th ed. p. 100-7)
- A. Entry in accession book (Copy one entry, describe accession record, and process of using)

B. Adding accession number to order card

- VII. Preparing shelf list card. (See Wilson. *School library management*. 5th ed. p. 121-3)

(Paste above an example of a shelf list card used in your library. Describe the shelf list and its uses in the library)

VIII. Mechanical preparation

A. Marking ownership

1. Where

2. How

3. Book plate

B. Writing date received, source, list price and accession number on right hand page (recto) following title page

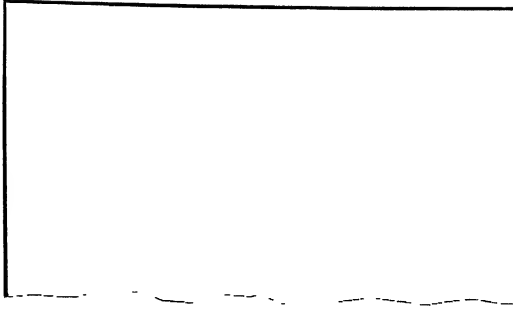
C. Writing book or classification number and name of library if a branch on verso of title page

<p>Copyright 1926, by John Doe ----- -----</p>	<p>----- ----- ----- -----</p>
--	--

(Make facsimile of information added to verso of title page and first recto following in books added to your library)

D. Preparing book card and pocket

1. Call number, including copy number, at left
2. Accession number at right
3. Last name of author followed by first name or initials
4. Title indented three spaces



(Fill in with facsimile of information on your book cards)

E. Pasting in date due slip and pocket

1. Location

2. Directions for pasting

F. Adding book identification (call number, author, title, and accession number) to book

--	--

(Make facsimile of device for charging book in back or front of book Indicate which)

G. Marking call numbers on back

1. Where to find number to be used

2. Exact location on book

3. Choice of color

4. Style of writing (See Wilson. *School library management*. 5th ed. p. 138)

- a. Sample alphabet (both capitals and small letters)

- b. Sample numerals

5. Directions for marking (See instructions included with the inks used, electric stylus, and Wilson. *School library management*. 5th ed. p. 107-8)

H. Varnishing

1. Preparation of working space in work room or library

2. Directions (See The H. R. Huntting Company, Inc *Book mending*, p. 7-10)

3. Care of shellac or lacquer and brushes

IX. Cataloging (See Wilson. *School library management* 5th ed. p. 121-46 and Chapter 4 on THE CARD CATALOG, p. 49-64 of this series)

A. With L C cards

1. Deciding what added entry cards should be used for the book
2. Checking subjects with official subject headings
 - a. Authority followed
3. Tracing by checking on face of main card L C headings used and typing any additional headings used on back of card
4. Adding headings to secondary cards and call number to all
5. Adding accession number to back of main entry
6. Making analytic cards for parts of book by using L C cards or typing entire cards

7. Typing any cards necessary for cross references, series, or additional subjects

- B. Typing unit cards for books for which L C cards cannot be obtained
 1. Finding author's correct name

Sources: Title page of book, library catalog, *United States catalog* and *Cumulative book index*, *Standard catalog for high school libraries*, encyclopedia, reference books of biography, etc.
 2. Deciding what added entry cards are necessary

Aids: Study of book, Sears. *List of subject headings for small libraries*, *Standard catalog for high school libraries*, *Booklist*, etc.
 3. Checking subjects with official subject headings
 4. Making main entry
 5. Typing added entry cards from main entry, adding headings from the tracing on the back of main card
 6. Making any desired analytics
 7. Typing cross reference cards, series cards, etc.

- X. Filing catalog cards (See Wilson. *School library management*, 5th ed. p. 138-43 for filing rules)
 - A. Alphabetizing

B. Filing on top of rod in catalog trays

C. Revising and locking in trays

XI. Filing shelf list cards

A. Making lists of new books

B. Arranging by class numbers

C. Counting and recording number of each class if necessary for library records

D. Filing on top of rod in shelf list trays

E. Revising and locking into place

XII. Placing books on regular shelves or in special section for display of new books, or reserving them in response to previous requests

XIII. Notifying patrons of new books

Methods

1. Students

2. Teachers

SUGGESTED ACTIVITIES:

Place beside each activity mentioned in the outline, the name of the person who performs it in your library. Can you perform all the processes? Why?

Give special attention to the duties which fall to your lot.

Examine. Possible Purchase file; Next Order file; Orders Outstanding file; File of bills and book orders; Budget book, Pack of L C cards awaiting use; *Booklist*; *United States Catalog*; *Standard catalog for high school libraries*; Dewey *Decennial classification and relativ index*; Cutter. *Three figure alfabetic-order table*; Sears. *List of subject headings for small libraries*; Accession book; Supplies for mechanical preparation; Shelf list; Lists of new books prepared for teachers, circulation desk, bulletin board, etc Each person may select one of these tools or records for report to others of the class

List chronologically on a separate sheet the steps in acquiring and preparing for use a book in your own library. Star the processes you will perform and indicate where you will find the books to work on at that stage and how you may know they are ready for you. Do not list in detail the work done by others of the staff

In your estimate, how much time must be spent on each new book added to your library? What would be the approximate cost of the process, for time and material?

Give reasons for performing each of the operations outlined (or for omitting some). These may be divided among the class, each member justifying the steps required in one major process, as ordering, or mechanical preparation.

RELATED WORK IN THE LIBRARY:

Assisting in the processes of acquiring and preparing for circulation or use, new books in the library.

List the duties you perform.

Chapter 6

PERIODICALS AND PERIODICAL INDEXES

MAGAZINES

To get a general view of the purpose and nature of magazines, read: Campbell, Gladys and Thomas, Russell B. *Magazines and newspapers of today* NY: Harcourt, 1929 p 3-8, Exploring the field of periodicals, p 41-7, Some problems of a magazine editor; Drewry, John E. *Some magazines and magazine makers* Boston, Stratford, 1924 p 1-5; or Ward, Gilbert O. *Practical use of books and libraries*, 4th ed Boston, Faxon, c1926 p 75-8 As you study about magazines and examine them, decide for yourself what place they should have in your library

Define a magazine.

What is the original literal meaning of the word?

Are all magazines similar in content?

Are they of any use after a few months?

Should one devote more time to reading magazines or books?

Magazine Chart

Each $\frac{1}{4}$ " wide

Each $\frac{1}{2}$ "

Each $\frac{1}{4}$ "

Magazine

Art

Biography

Book reviews

Current events

Drama

Health

Household

Humor

Libraries

Literary

Music

Outdoor life

Poetry

Science

Travel

Other subjects

Special interest

Frequency

Where indexed

Price

Choose one magazine which interests you and study it more thoroly, filling in the items on your outline. By noticing the number of volumes per year and counting back the volume numbers you can find out approximately when your magazine was established, if the magazine itself does not give the date of founding.

What does advertising have to do with the price of the magazine?

Do you know what editor devised the plan of continuing long articles among the advertisements at the back of the magazine? *

For what purpose is this done?

OUTLINE FOR STUDY OF INDIVIDUAL MAGAZINE

Name of magazine:

Editor:

Addresses of offices of magazine:

Information about editor (You may find something in the magazine itself, *Who's who in America*, magazine articles, books, etc.)

Present volume number:

Frequency:

Date of issue:

Number of volumes per year:

Price:

Where indexed:

When established:

Brief history:

FORMAT

Measurements:

Usual number of pages:

Type of cover design:

* See Bok, Edward *Americanization of Edward Bok*. N.Y. Scribner, c1920. p. 234-5; or Bok. *A Dutch boy fifty years after*. N.Y. Scribner, c1921. p. 136-7.

Kind and number of illustrations:

Kind and amount of advertising:

Method of paging long articles:

Changes of format observed by examining back files:

CONTENT

Subject matter (General, current events, travel, interior decoration, etc.)

Type of reader for whom magazine is published:

Style of writing: (Popular, journalistic, technical, scholarly, etc.)

Editorial policy:

Contributors: (Well known, inexperienced, contributing staff, etc.)

Summary of subjects covered in one issue: (See Table of contents)

Changes of content and policy during existence of magazine:

What effect does editorial policy have on contributors to a magazine?

Are the contributors to the magazine having a very large circulation and much national advertising well known or new? Why?

What are some causes of variations in format, editorial policy, content, and character?

These books will give you information about your magazine in addition to that found by examining the magazine itself. Drewry, John E. *Some magazines and magazine makers* Boston, Stratford, 1924. Franklin Square Subscription Agency. *Periodical handbook*; McCourtie, William Bloss. *Where and how to sell manuscripts* (See section on magazines) Springfield, Mass. Home Correspondence School, c1919-27. Walter, Frank K. *Periodicals for the small library* 6th ed. Chicago, American library association, 1932. pa \$1.00; Ward, Gilbert O. *The practical use of books and libraries* 5th ed. rev. and enl. Boston, Faxon, 1933. p. 92-4. Discusses magazines and lists specific magazines by subject.

SUGGESTED ACTIVITIES.

Choose \$10 worth of magazines which you would like to buy for your family. Give approximate age and tastes of each member and tell which of the magazines he would enjoy reading.

Select magazines which you think would interest one of your friends or teachers and tell why you think he or she would like them. Test your choice by mentioning to your friend the magazines you have selected and see whether he likes them.

Prepare in outline or essay form a short history of magazines. (Sources: Campbell and Russell. *Magazines and newspapers of today* p. 15-40, From coffee-house to drug store; Drewry. *Some magazines and magazine makers*, p. 5-9, A history of the magazine; histories of literature; encyclopedias.)

Trace the history of a single magazine. Old and illustrious magazines such as the *Atlantic*, *Harper's*, or *North American Review* are treated in histories of American literature. Publishers often will supply information about the history of their magazine gratis, if you write them direct. See also *Library Journal* 54:988. December 1, 1929. Histories of magazines.

Report on the following chapters from *Magazines and newspapers of today* p. 76-91, Reading short stories in magazines; p. 92-118, Reading poetry in magazines; p. 118-35, Non-fiction in magazines.

Prepare a talk on magazines and departments of magazines concerned with a subject in which you are interested and illustrate your talk with copies of the magazines you mention. This would make an excellent club talk or report in some class interested in the subject.

On a bulletin board kept near the current magazines for the purpose, post annotations for the "Ten magazine articles most interesting to high school students this month," or articles on subjects much in demand. See the student written reviews of magazine articles in *The Scholastic* and *World News*.

Prepare an annotated list of magazines in the library, arranged by subject. This may be posted near the current magazines or published serially in the library section of the school paper.

Choose \$30 worth of magazines for a small public library or for a school library.

ADDITIONAL READINGS:

Library Journal 55:499-501. June 1, 1930. The popularity of American magazines
Alfred Decker Keator.

Wilson Bulletin 6 495-503 March 1932 Problem of periodicals.

DIRECTIONS FOR A MAGAZINE FAIR to be conducted by the library. If this project is deemed too unwieldy, limit the magazines to one type, say magazines enjoyed by high school people, scientific magazines, library and book trade periodicals, etc.

I. Preparation, extending over several months

A Collecting magazines

1 Contests among the whole school to interest students in donating or lending magazines for exhibit

a Prizes or honorable mention

- (1) Largest number of different magazines brought by any one student, or any one group or organization
- (2) Oldest magazine
- (3) Magazine published at farthest distance from your home
- (4) Most interesting magazine
- (5) Largest magazine
- (6) Smallest magazine
- (7) Best collection of related group of magazines, as magazines published in England, outdoor life, magazines in foreign languages, etc

b Magazines collected from homes of students and interested townspeople

c Selection of judges

2. Sample copies of magazines otherwise unrepresented obtained from publisher (See *Periodical handbook*; Broening, Angela M and Wilkinson, Mary S *Magic keys to books* Baltimore, Dept. of education and Enoch Pratt free library, 1929 v 2 *Card catalog and the magazine index*, p 24-33; and N W Ayer & sons *Directory of newspapers and periodicals*, for inclusive lists of magazine titles)

a. Requests written by students

b All sent by librarian so that no more than one request shall be sent for the same magazine

3 Magazines of questionable taste turned over to librarian who will quietly dispose of them

B Accounting for magazines

1 Slips for each magazine, listing title, owner, and source

2 File consulted in returning magazines after the exhibit

3 Statement to lenders that library cannot assume responsibility for magazines borrowed

C. Preparation of annotated lists of magazines for distribution to visitors

1 To parents

Children's magazines, cookery, health, travel, outdoor life, etc.

2 To high school people

Hobbies, aviation, drama, magazines interesting to Boy Scouts, Junior Red Cross, etc.

D Publicity

1 About magazines in general

2 About the Magazine Fair

3 School and city papers, assembly programs, pep talks, bulletin boards, etc.

II. Exhibit

A. Time

1. Extended to allow every one to browse as long as he likes
 - a. Several afternoons after school
 - b. An evening or Saturday open to the public
2. Connection with other events
 - a. School exhibit or open house
 - b. Book Week
 - c. Parent Teacher meeting

B. Arrangement

1. Magazines grouped on tables by subject with explanatory placard
 - a. Box in which to store magazines while library is used during day and for preliminary collecting, numbered to correspond with table to aid in quickly assembling exhibit.
 - b. Each assistant in charge of preparation of certain tables
 - (1) On duty during exhibit
 - (a) Answers questions
 - (b) Keeps magazines neatly arranged
2. Valuable magazines locked in exhibit case
3. Prize winning magazines designated
4. Information attached to each magazine

Publisher, address, price, frequency, owner or donor, and descriptive annotation

Materials needed to give a Magazine Fair · Suitable place for exhibit, boxes in which to store magazines, materials for making placards, postal cards, stationery and stamps, quantities of energy, enthusiasm, initiative, and stick-to-it-iveness.

A magazine fair would be an interesting project for the year for your library club, or it might be worked out with the cooperation of the library and English or magazine classes

RELATED WORK IN THE LIBRARY:

Keeping current magazines in order.

Circulating magazines.

Opening the daily mail and arranging the periodicals alphabetically for checking

Checking periodical cards to see that all magazines are received for the month

Stamping new magazines with the library ownership stamp, and otherwise preparing them for use.

Re-inforcing magazine covers.

Placing new periodicals on the current magazine rack and filing the old issue

Finding back issues for patrons doing reference work

Making lists of magazines containing material on certain subjects

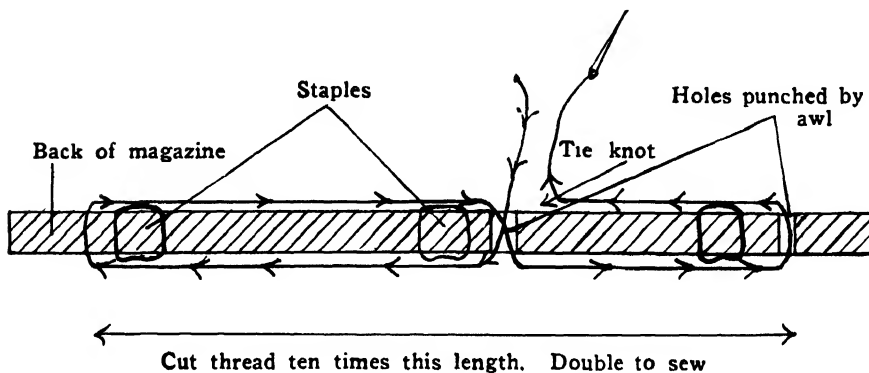
Collating files of magazines to be sent to bindery

Making up-to-date list of back files of magazines available to library patrons, showing the dates covered by the numbers of each to be found in the library and noting which numbers are missing.

HOW TO RE-INFORCE A MAGAZINE COVER

1. Carefully remove the original cover in one piece
2. Cut a piece of heavy kraft paper allowing it to extend $\frac{1}{4}$ inch on all edges of the original cover.
3. Fold kraft paper over the magazine, crease closely over back, remove and paste to back of magazine $\frac{1}{2}$ inch on either side to hold in place. Satisfactory results of the whole process depend on getting the lining paper smoothly and tightly attached to the magazine. If space is left between the magazine and the cover lining, the re-inforced cover will work loose and the original cover will be too short to reach the edges
4. With an awl, punch three holes in the back of the magazine parallel with the staples. If magazine is stapled thru the center, open, and punch holes and sew from the outside; if stapled thru sections, punch holes from the front thru the back.

5. Take a linen thread ten times the length of the distance between the holes at either end, thread the needle with a double thread, and sew the kraft paper cover to the magazine. Put thread thru center hole on the outside, pass thru hole at left end, sew down thru center again, bring thread up thru hole at right end. Draw all the threads to lie snugly against the magazine, tie in a double knot near the center hole, and clip short the ends of the thread.



6. Trim the kraft paper closely for an inch on either end at the back in order to see how to place the back exactly at the edges.
 7. Apply paste to the original cover in an inch and a half strip down the center and place squarely on the kraft paper covered magazine. Before attaching, be sure front cover is right side up on front of magazine.
 8. Apply paste to the back of the original cover and smooth in place on the kraft paper rubbing with a cloth from the back toward the edge. Paste the front cover in the same way.
 9. Trim brown paper even with the edges of the cover and press magazine under a heavy weight for twenty-four hours.
- No threads show on the cover of a magazine re-inforced in this way and the sewing does not interfere with the reading matter as it coincides with the staples.

PERIODICAL INDEXES

In working with magazines you have, no doubt, found many articles which you would like to remember for future reference and so have a feeling that "there ought to be" some such aid as the *Readers' Guide* and other periodical indexes which will locate them for you when you need them. Brown, *Library key*, p. 42-52, and *The cataloging and indexing service of The H. W. Wilson Company*, advanced course, p. 3-5, will tell you about this and other "magic keys" to periodicals.

What is a periodical?

What is meant by a volume of a magazine?

Why are periodicals published in volumes?

What is the general nature of magazines indexed in the *Readers' Guide*?

How many? What is the advantage in having many magazines indexed together?

What are the other present day periodical indexes?

Why are there several?

Many, tho not all, magazines have an index and title page which is supplied for each volume. If one wanted to reread an article on James Truslow Adams which appeared in the *Wilson Bulletin* during 1933, one would probably prefer to use the index if the volume is bound rather than to look thru the *Readers' Guide* covering 1933. The index of the individual magazine must be used if that

magazine is not indexed in any of the periodical indexes to which the library subscribes. Many people keep their file of *National Geographic* and find the semi-annual indexes time savers in using the magazines in their homes. However, in most cases the union periodical index is more conveniently and quickly used, especially when magazines are unbound, as in most school libraries.

Compare the three kinds of entries in the *Readers' Guide* with those in the card catalog.

Copy from the *Readers' Guide* an example of each. Label each example.

What information is given by each type of entry?

Choose an entry under HOBBIES from the sample pages in *The cataloging and indexing service of The H. W. Wilson Company*, and illustrate each point of information given in subject entries:

Analysis of items of subject entry.

Illustration from specific entry.



What articles are indexed by title?

Do title entries give complete information?

How may you locate a poem if you do not know who wrote it?

How can you distinguish between articles *by* a person and those *about* him?

What special section indexes the latest numbers of magazines?

What government publications are indexed?

Outline your procedure in looking for a subject covered in magazines during the last ten years.

What must you copy in order to locate the article?

What additional information should be given in a bibliography?

On your chart list chronologically the seven periodical indexes published by H. W. Wilson, and Poole's Index, summarizing for each of the indexes to which you have access, the type of magazines indexed. Write the date of founding of the index in the column for that decade and draw a line to the date discontinued, in its proper column, or indicate that the index is still current by drawing your line into the 1930- column with the notation "to date."

Periodical indexes	1800-1900	1900-1910	1910-1920	1920-1930	1930-
	←1→				

Copy this chart on a sheet of note book paper and fill in the information.

A similar chart may be found in *Wilson Bulletin* 2: between 550-1. April-May-June, 1926. Another chart listing only the periodical indexes in your library and the periods which they cover might be kept at the reference desk for use in deciding what index to use in a particular instance.

What does your chart indicate concerning the periods during which magazines have been indexed by union periodical indexes and the scope of magazines indexed?

What period covered by magazines is most important to you?

What groups of people would be greatly interested in magazines twenty-five years old or older?

Must one study each index individually to be able to use it? Why?

Index one article from a current magazine as it would appear in the *Readers' Guide*. Be sure to make as many different entries as needed.

SUGGESTED ACTIVITIES:

Prepare a bibliography of magazine articles in your library on: bookplates, Melvil Dewey, illustrators, school clubs, library publicity, high school libraries, student assistants, poster making, or some other subject.

Work out the contracts on the *Readers' Guide* in *Find it yourself!* by Scripture and Greer, or find answers for some other problem specified by your librarian.

Make a list of questions to be answered by using the *Readers' Guide* which will call attention to the points which should be remembered in its use.

Write clear directions for using the *Readers' Guide* and post near the periodical indexes or have published in the school paper. A cartoon or series of cartoons might be even better. See the one in *Wilson Bulletin*, June 1931.

Index on cards pertinent articles from library magazines not indexed in *Readers' Guide* and keep in the quick reference file.

Make an alphabetical list of magazines received in your library and indicate where each is indexed in periodical indexes available in your library. If the list is very long it may be divided among the group. Post near the magazines or *Readers' Guide*.

Find out what magazines may be consulted at the public library with dates of files, and the regulations regarding their use. Type a neat copy of the information and keep it in your library for reference.

Make a subject list of magazines for your library similar to that illustrated in *Wilson Bulletin* 6 145 October 1931, and a magazines-received display rack as shown in *Wilson Bulletin* 6 280 December 1931.

Mount a sample page of the *Readers' Guide* and draw red lines around examples illustrating important points and extend the lines to enclose marginal notes explaining each, as in your sample page from the *Cumulative Book Index* and the sample pages in the pamphlets on the dictionaries. These annotated sample pages from superseded *Readers' Guides* might be furnished classes studying the *Readers' Guide* or posted near the reference shelves.

ADDITIONAL READINGS:

- Wilson Bulletin 3 no 7 Supplement November 1927 *Readers' Guide* prize contest (Includes many suggestions for publicity about the *Readers' Guide* and instruction in its use.)
- 3 352-3 November 1928 Indexes to periodicals Pearl G. Carlson (A survey)
- 4 59-60 October 1929 The library mission of magazines. Ralph Munn (Discusses the value of magazines for reference use and the importance of periodical indexes)
- 4 445-6 May 1930 A lesson in student use of the *Readers' Guide* (Includes problem)
- 5 no. 10 June 1931 Stapled in center Consult the *Readers' Guide* (Cartoon poster)
- 6 517 March 1932 The makers of our periodicals indexes (A photograph)

RELATED WORK IN THE LIBRARY:

- Finding and replacing back numbers used for reference
- Making bibliographies including magazine articles
- Helping students learn how to use periodical indexes.

NEWSPAPERS

What newspapers are received in your library?

Which is most popular with readers?

What sections are most read?

Can you explain the preferences shown?

What daily papers do you read at home or in your library?

Name the parts you read in the order in which you select them.

Read: Campbell, Gladys and Thomas, Russell B. *Magazines and newspapers of today*. N.Y. Harcourt, 1929. p 136-55, Broadside and scare-head; p 161-77, Some problems of the newspaper editor. Rice. *Lessons on the use of books and libraries*. N.Y. Rand McNally, c1920. p. 83-98.

Criticize your newspaper reading and suggest any change of plan you think advisable.

How much time should be devoted to reading the daily paper?

Compare the newspaper and the weekly news magazine.

Name one or two examples of current events magazines.

Do you prefer to read the newspapers or the news magazines? Why?

Name some things on which one may base an estimate of the value of a given paper.

What effect does editorial policy have on a newspaper?

What determines editorial policy?

Why are newspapers sometimes called the "Fourth Estate"?

What is the function of newspapers in your library?

Are they ever used for reference for informational material?

If so, when and how?

Most newspapers make and keep in their offices an index to the contents of each issue of their newspaper. A few of these indexes are printed, among the most notable of which is the *New York Times Index* (See Mudge. *Guide to reference books*; *Wilson Bulletin* 5:501-3 April 1931. *The New York Times Index*, 1930. Charles N. Lurie (Editor, *New York Times Index*). Many libraries which do not have bound files of the *New York Times* subscribe to the Index and use it to find the chronology of events as an aid in locating information in newspapers not indexed and for the information to be gleaned from such an index.

Do you know of any libraries which preserve files of newspapers?

What use is made of the bound newspapers?

Would a copy of an American newspaper published in 1840 interest you?

Of what value to historians, economists, sociologists, and research workers are files of newspapers many years old?

Study your favorite daily paper critically and fill in the outline.
Metropolitan or local:

Comparison of space given local, national, and foreign affairs:

Location of editorials:

Points of editorial policy (on local and national government, politics, civic improvement, schools and libraries, etc.)

Issues agitated at present:

Time of publication: What influence does this have on advertising?

Amount and kind of advertising:

Features: (Indicate those you enjoy; indicate any objectionable features and give your reasons for so labeling them.)

Society page or local items:

Summary of the character and personality of your paper:

SUGGESTED ACTIVITIES:

As you read your daily paper, notice signed articles, dispatches from special correspondents, and press association dispatches. Clip and post on your bulletin board. In all clipping, clip the date line and paste to your clipping, or write the name and date on your clipping. An unidentified clipping is of little value.

Compare several newspapers for the same day. Mention an article appearing on the front page of only one, and explain why it is not given equal prominence in all. Compare articles on the same subject and account for any variations in treatment.

Make a program of special features in any one paper for a week or in one Sunday issue, stating in what part of the paper each may be found and the amount of space occupied. Include all features as women's pages, aviation, real estate, automobiles, book reviews, columns, comic strips, etc. A calendar of selected features might be posted near the newspapers or published in the library notes.

Send notes to teachers, clubs, or individual students about material in newspapers which would interest them. When clipping the paper, give these sheets to such groups or individuals unless the material would be more useful filed in the library.

Select for individual report one of these subjects: How a newspaper is printed and distributed; Press associations; Syndicates; Journalistic photography; Cartoons and cartoonists; Pulitzer prizes in journalism; Columns and columnists; The work of the reporter, city editor, special correspondent, society editor, literary editor, sports editor, editorial writer, etc.; Feature story; Freak story; Department for letters from readers; Editorial; Dramatic criticism; Book reviews; Journalistic style; The morgue and the newspaper library; Newspaper ethics; Advertising and newspapers; History and characteristics of a paper of national prominence; The part of the newspaper in American history. See books and pamphlets on occupations as well as the references listed below.

Make a list of news magazines received in your library.

Visit a newspaper plant and see how your paper is made. Read before you visit and make a list of the things you want to observe and the questions you wish to ask.

Invite a newspaper man or woman to talk to your class or club. Give him his choice of subject, but be prepared to tell him some of the things which would interest the group in case he asks.

Write an article for your school paper on how to read a newspaper.

Make a collection of newspapers, including foreign ones. Are English newspapers similar to American?

Hold a class or club debate on the question Resolved that newspapers should not publish scandal and crime news in detail.

Edit the day's news on the bulletin board as described and illustrated in *Magazines and newspapers of today*, p. 186-8.

Compile reading lists of: fiction pertaining to journalism; essays by columnists; biographies of newspapermen; books on journalism and newspapers. Make comprehensive lists for journalism and vocation, classes or a selected list for general reading.

Write a freak story, news story, editorial, feature article, or an interview, concerning the library.

ADDITIONAL READING AND SOURCES OF INFORMATION FOR REPORTS:

Beard, Charles Austin and Beard, Mrs Mary (Ritter) *Rise of American civilization*. N.Y. Macmillan, 1927.

(Use index to study the history of the American press, more particularly the part in United States history taken by journalism.)

Bent, Silas. *Ballyhoo*. N Y Liveright, 1927. p 21-45 The art of ballyhoo (Also in *Harper's Magazine*. 155:485-94. September 1927)

Given, John La Porte *Making a newspaper*. N.Y. Holt, c1907.

Contents: The American newspaper; Newspaper office organization; The editor-in-chief; The managing editor; Uncovering the news; The police as newsgatherers; Police courts as news centers; Starting the day's work; What the city editor does; Qualifications for journalism; How the reporters work; Writing a newspaper story; News from outside the city; Preparing for journalism; Getting a situation; The prizes in journalism, With the printers; The money-making department.

Harrington, Harry F and Harrington, Evaline. *Newspaper club*. Boston, Heath, 1927. p. 235-49 The newspaper as a teacher; p 81-100 How to read a newspaper.

Lyman, Rollo L *The mind at work in studying, thinking, and reading* Chicago, Scott, 1924 p 277-88. Newspapers and the truth.

Mavity, Mrs. Nancy Barr. *Modern newspaper* N Y Holt, 1930

Contents: Introduction; The press and the public; News; "I saw in the paper"; Newspaper organization; News ethics and the public; Ethics and advertising, Newspaper work; Reporter; Getting the story; The news story the lead; Body of the news story, The feature story; News departments; The editorial; Editorial features; The copy desk, Ethics of reporting; Journalistic style; The style book; Newspaper training

Moody, Katharine Twining, comp *The library within the walls; reprints of articles and addresses* N.Y. H. W. Wilson, 1929. p. 325-33 The "morgue" as a factor in journalism, by Joseph F. Kwapil.

Rogers, Charles Elkins. *Journalistic vocations* N Y Appleton, 1931

Contents: The publishing field; The daily newspaper; Editorial; News agencies and syndicates; The community newspaper; The business press, The agricultural press; The magazine; Photography and art; Advertising; Circulation; Publicity; Free lance writing; Women in journalism; Religious journalism; The labor press; The field in retrospect; Bibliography. Glossary; Index.

Villard, Oswald Garrison *Some newspapers and newspaper-men* new and rev. ed. N.Y. Knopf, 1926.

Contents Mr. Ochs and his *Times*; William Randolph Hearst and his moral press; The *NY World*, a liberal journal, Frank A. Munsey, dealer in dailies, The *Forward*, a non-profit-making daily; Boston, a poor-farm of journalism; The *Monitor*, a Christian daily; The *Baltimore Sun*, a notable journalistic resurrection; The *Philadelphia Public Ledger*, a muffed opportunity; Washington, a capital without a thunderer; The *Chicago Tribune*, "The World's Greatest Newspaper"; The *Kansas City Star*, a waning luminary; A newspaper with 6000 owners; Fremont Older, a Pacific coast crusader; Henry Watterson

and his *Courier-Journal*; The James Gordon Bennetts and their newspaper; Edwin L. Godkin, master of comment and of style; William Lloyd Garrison, editor; "The good old days."

Yost, Casper Salathiel. Principles of journalism. N.Y. Appleton, 1924.

Periodicals:

Atlantic Monthly 144:266-8. August 1929. Our educational table cloth.

The lighter side of newspaper reading as set forth in the Contributor's Club. Forum 83:139-43. March 1930. News by courtesy. John T. Flynn.

Also in *Magazine World*. 7:6-8. April 1931.

Harper's Magazine 154:793-6. May 1927 The newspaper. Edward S. Martin.

Discusses what people want to read about.

Library Journal 53:1047. December 15, 1928. Running a newspaper library.

____—55:397-8. May 1, 1930 The newspaper library. William Alcott.

Scholastic 20:28-9. March 19, 1932. Cartoons, ancient and modern.

Pamphlets and broadsides:

Herzberg, Max J. The study and appreciation of newspapers. New York Times. pam. free.

Outline for study of newspapers in general. Includes bibliography.

New York Times. How to read your morning newspaper.

____—Historical sketch of the New York Times

____—The making of a great newspaper.

These and other pamphlets may be obtained free from the New York Times

The Christian Science Publishing Society. *The Christian Science Monitor*; a brief account of the progress of a pioneer in clean journalism. pam. free. from Christian Science Monitor, Boston, Mass

United States Daily. Our age has produced its own editorial genius

This and other informational advertising material may be obtained free from the United States Daily, Washington, D.C.

Films:

Pathoscope Company of America. 35 West 45th St. New York The daily paper One reel.

Picture Service Corporation 71 West 23d St New York Making of a great newspaper Three reels. Complete process—gathering news, transferring copy from paper to metal, etc. Made with cooperation of the New York Times

Y. M. C. Motion Picture Bureau 120 West 41st St New York, or 1111 Center St Chicago. From trees to Tribunes. 3 reels Free except transportation

See also the catalog of films and slides available from the extension division of your state university or those of neighboring states.

RELATED WORK IN THE LIBRARY:

Putting up the newspapers as received Neatly tip in any single sheets by pasting the edge of the inner margin to the adjacent double sheet Wipe off excess paste to prevent the newspaper's adhering to the holder.

Clipping newspapers for the vertical file. Your librarian will mark the parts to be clipped or tell you what to watch for. A long slender pair of shears does the neatest work Remember to follow your article from column to column clipping it complete, and to attach a clipped date line or write the name and date of the paper on the clipping.

Mounting clippings. Used practice sheets from typing classes make good mounting paper. Clippings of permanent value may be mounted on manila sheets or in scrap books. In mounting, be careful to place your clipping parallel with the edges of the paper and use enough paste to make it adhere smoothly but not ooze out at the edges Stack with waxed paper between sheets and place under a weight to dry for twenty-four hours.

Chapter 7

BIBLIOGRAPHY MAKING AND NOTE TAKING

BIBLIOGRAPHY MAKING

Before reading about bibliographies, write your answers to these questions:
Define in your own words the type of bibliography most useful in your library
and in your school work.

What is the value of a bibliography?

Does not the card catalog serve all the functions of bibliographies?

When have you used bibliographies compiled by other people?

What information do you think should be given about books listed in a printed bibliography?

Magazine articles?

Read Brown. *Library key*, p. 57-64, look over the answers you have written above and make any corrections in pencil. Fill in answers to the further questions.

What items about each book should be included in a bibliography of books in the library?

What items should be included in the printed bibliography?

What information should be included in one and omitted from the other? Give your reasons for differences

Printed:	Items not appearing in library bibliography.	Reasons.
----------	--	----------

Library:	Items not appearing in printed bibliography.	Reasons
----------	--	---------

What is the advantage of making a working bibliography on slips?

Is this method an extravagant use of paper?

Why?

ADDITIONAL READINGS:

Hutchins and others. Guide to the use of books and libraries. abr. ed N Y H. W. Wilson.
1928 p. 71-6.

Gives excellent model bibliographies including entries from encyclopedias

Ward. Practical use of books and libraries. 5th ed. Boston, Faxon, 1933 p. 118-31.

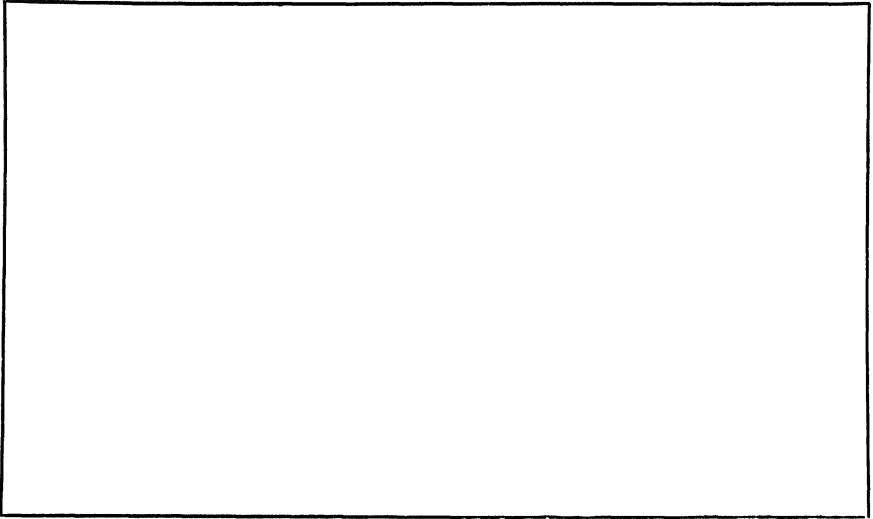
What is the distinction between a working bibliography and the finished list?

What resources of the library are to be consulted in making a bibliography?

List the steps in preparing a general bibliography. (Visualize your search for material on: Development of railroads in the United States; Greek architecture; Child labor)

Make a model in the form you prefer to use consistently for listing books, parts of books, magazine articles, pamphlets, and encyclopedias, using an actual reference in each case. The information used in listing books follows the title page; magazines are listed in a manner similar to the form of the entries in the *Readers' Guide*.

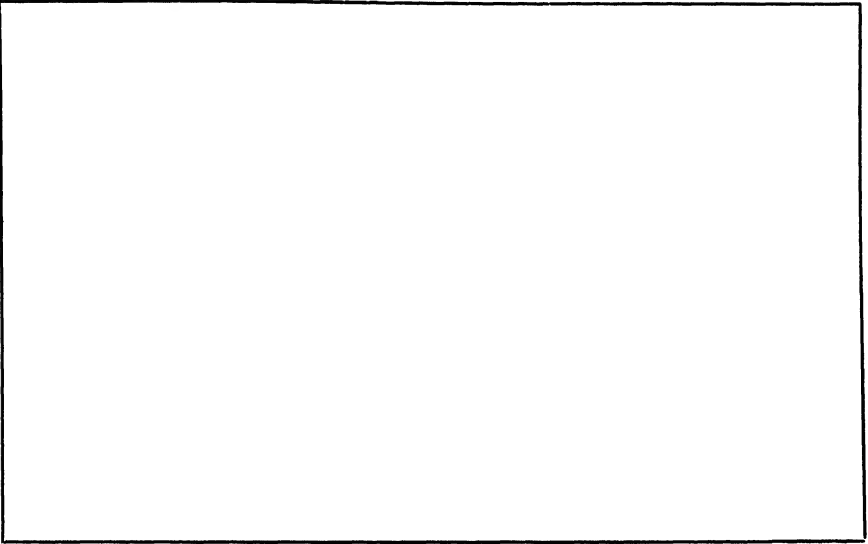
Book



Information given:

Why I use this form:

PART OF BOOK

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to write the title and author information of the book being referenced.

Information given:

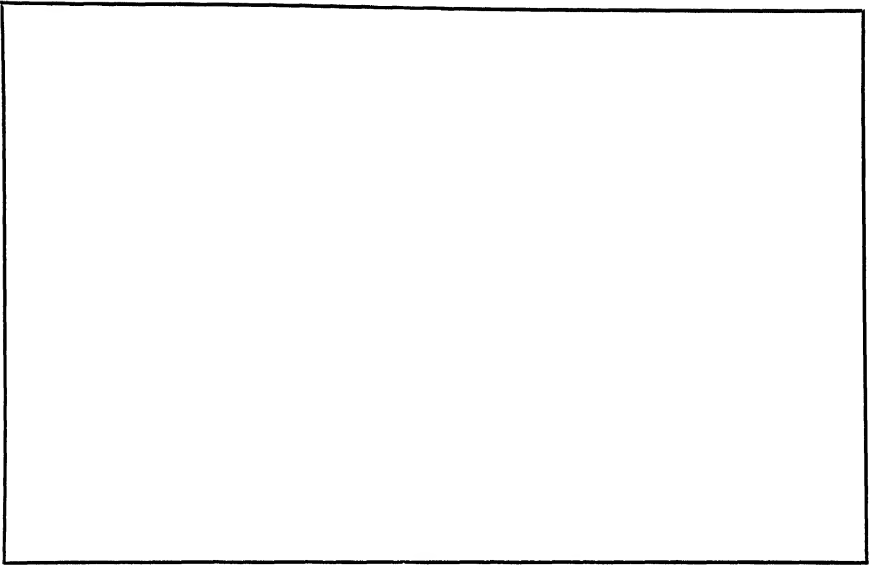
Why I use this form:

ENCYCLOPEDIA

Information given :

Why I use this form :

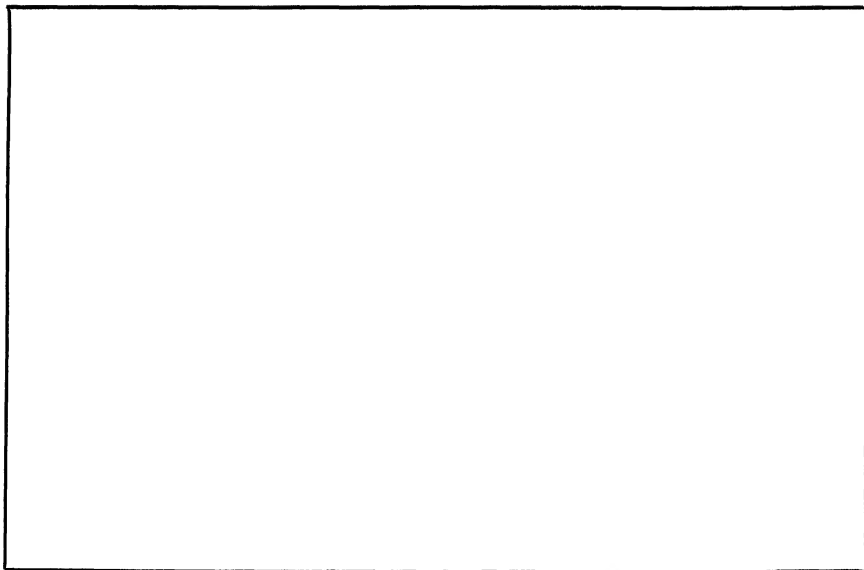
MAGAZINE ARTICLE

A large, empty rectangular box with a thin black border, intended for the user to write the details of a magazine article.

Information given :

Why I use this form :

PAMPHLET

A large empty rectangular box with a black border, intended for the student to write their response to the question about advantages of bibliographical entries.

Information given:

Why I use this form:

What advantages can you see in choosing these models for bibliographical entries and using them consistently?

What arrangement of entries, i. e., by author, title, class number, date, etc. is most convenient for the users of a bibliography?

When would you prefer a subject grouping?

Is a title arrangement ever best?

Give your reasons.

What form and arrangement of magazine articles makes for the greatest ease and speed in locating the articles?

Illustrate, using the items from your model form.

What form and arrangement gives prominence to the author?

Illustrate, using the same articles.

List helpful suggestions for making bibliographies which the maker might forget or overlook.

What kinds of bibliographies are compiled in your library?

When are they used?

Where are they kept?

What general lists, such as *Standard catalog for high school libraries* or *A. L. A. catalog*, useful in compiling bibliographies, are found in your library?

What is the use of consulting these lists if your library does not have the books to which they refer?

How can you find the latest book published on a subject?

Can you draw on the resources of any libraries but your own?

How?

SUGGESTED ACTIVITIES:

Make a working bibliography on some subject popular in your library or connected with your own interests. Include references to encyclopedias, books, parts of books, magazines, government publications, and pamphlets. If you prepare term reports in any classes, this would be another excellent opportunity to kill two birds with one stone.

Find good and poor examples of published bibliographies and show them to the class with your criticism.

Divide the class into groups to prepare bibliographies on subjects of interest to all. Exchange the bibliographies and let each group read and evaluate the references made by another group, striking off the least valuable.

Prepare a term paper for your library class on one of the many topics suggested for reports, to mention a few: Melvil Dewey; history of books; modern book illustration; book collecting; British Museum; Library of Congress; history of libraries; history of magazines; process of paper making.

Make a bibliography on some subject of interest to your library patrons, as aviation, planning parties, or choosing a vocation. Illustrate by drawings or clipped pictures and bind in an attractive booklet. Keep in a convenient and conspicuous place for the use of patrons.

RELATED WORK IN THE LIBRARY:

Preparing bibliographies and book lists as needed.

Making notes for the quick reference file.

Copying book orders.

Typing lists of new books to be sent to teachers interested.

MODEL BIBLIOGRAPHIC FORMS USED IN LA PORTE HIGH SCHOOL LIBRARY

Bibliographic form is an important part of your work which you will use thruout this course and in your other work

Please read carefully *Library key*, p 59-62. Memorize the forms for bibliographic entries given below. Numbers in brackets indicate typewriter spacing. These are not the only correct forms, but in order to have uniformity in work done in our library, we will all use these forms consistently in all our work. Study them until they become automatic with you.

For a book give:

[1] call [8] Author (Last name first)

no. [12] Title. [3] Place, publisher, cdate

[12]p. (inclusive) Chapter heading. Author (First name first)

Example:

374.1 Filene, Catherine, ed.

F47 Careers for women. Boston, Houghton, c1920.
p. 302-7. The librarian. June Richardson Donnelly.

For a periodical article give:

Name of magazine. [3] vol: inclusive pages. [3] Month, day (if issued more than once a month), year.

[2] Title of article. Author (First name first)

Example:

Libraries. 34:463-6. March 1929.

Student assistants in a high school library. E. P. Hess.

For a reference to an encyclopedia a form similar to that for periodicals is used:

Name of encyclopedia edition. copyright date. [3] vol: pages

[2] Exact heading given in encyclopedia Author's name (if given)

Example:

Encyclopædia Britannica. 14th ed. 1930. 3:867-9.

Bookplates. Egerton Castle.

A pamphlet is entered in the same form as a book if it has a complete title page. When there is no author, title is given in author place.

Example of a pamphlet:

100 worth-while books Chicago, American library association, 1924.

(Pamphlet from vertical file folder on *Books and reading*).

Please notice that only the first word of a title is capitalized in any entry. The form for a book follows the form of the catalog card and that for a magazine article corresponds to the entries in the *Readers' Guide*, with the name of the magazine rather than the title of the article in the more prominent place. If you memorize these forms they can be used for various purposes.

NOTE TAKING

What difficulties (if any) do you experience in taking notes?

What is the purpose of taking notes?

Read Brown. *Library key*, p 65-8, and *take notes*

Additional reading: Rice *Lessons on the use of books and libraries* N.Y. Rand McNally, 1920 p 110-15, Ward *Practical use of books and libraries* 5th ed rev and enl Boston, Faxon, 1933 p 162-7, Ward *Suggestive outlines, and methods for teaching the use of the library* Boston, Faxon, 1910 p 65 Points to observe in taking notes from books (chart)

Turn back to notes you took several months ago and see whether you can still get the essence of the book from which they were taken. Make a list of positive suggestions for taking notes, and another list of time-wasting habits to be avoided.

How to take intelligent notes

Lazy habits to be avoided



List the values of taking good notes (a) in compiling a coherent notebook for future reference and (b) in mental training.

(a)

(b)

Read and take notes on any chapter of the following:

Crawford, Claude C. *Studying the major subjects*. Los Angeles, University of Southern California, 1930.

Crawford, Claude G. *Technique of study*. Boston, Houghton, 1928.

Kitson, Harry D. *How to use your mind*. Chicago, Lippincott, 1926

Lyman, Rollo L. *The mind at work* Chicago, Scott, c1924. p. 63-78. Taking notes on reading references.

Sandwick, R. L. *How to study and what to study* Boston, Heath, 1915.

Whipple, Guy Montrose. *How to study effectively* 2d ed. rev. and enl. 509 N. East St. Bloomington, Ill. Public school publishing co. 1927.

Drill yourself on making topical outlines by outlining as a form of note taking and by making outlines for talks and as a preliminary step in writing themes and reports. Good suggestions for outlining will be found in: Greever, Garland and Jones, Easley S. *Century handbook of writing*. N. Y. Century, 1918. p. 172-7; Woolley, Edwin C. *New handbook of composition*. rev. and enl. by Franklin W. Scott. Boston, Heath, 1926. p. 228-34

List with proper indentation the numerals and letters used to indicate subordinate and co-ordinate points in a topical outline.

List reasons why a student should be able to take good notes.

How will that ability help you in your library work?

NOTES

Chapter 8

FUGITIVE MATERIAL AND LIBRARY PUBLICITY

FUGITIVE MATERIAL

DESCRIPTION AND ARRANGEMENT

In libraries it is customary to designate as fugitive material accessions which cannot be treated as books or periodicals. In this miscellaneous group are such things as pamphlets, including unbound government publications, clippings, pictures, college catalogs, posters, and maps. Much is conveniently filed by subject in a vertical file, some may be in pamphlet boxes on the shelves, and large pieces, as posters, may be specially cared for. Let us find out how to use this material as it is arranged in your library. Your librarian will answer questions you cannot answer for yourself by examining the files, catalog, etc.

Where is the fugitive material dealing with vocations?

Does it include pamphlets?
Bibliographies?

Clippings?

Pictures?

Is material on all vocations placed in one folder or is a separate folder used for each vocation?

If there are individual headings, list three.

Where can you find biographies? (Test by looking for Washington, Dickens, Edison, Napoleon, the President (by name), modern writers (by name and group))

Are all biographies grouped in a special section on biography?

Are eminent persons listed by name in the regular alphabetical arrangement?

Are biographies grouped under artists, inventors, authors, etc ?

Find and list material on some subject in which you are interested. List the heading under which you find the materials and give titles and description of three pieces.

Is there a card in the catalog referring you to the information file for each subject on which there is a folder of material? If so, copy one such card.

Are patrons allowed to get their own material?
Why?

To replace it?

The purpose of the information file is to supply material which is not available in books. Much of the material is of temporary value and is to be used so long as the subject is of interest or until published in magazine or book form. It is not in suitable form for shelving. The vertical file offers a means of preserving material of this type and of making it accessible for use without the expense of cataloging. The usual procedure is to place pamphlets, clippings and pictures in alphabetically arranged folders or envelopes, one subject in each folder. The subjects used usually correspond with those in the card catalog and *Readers' Guide*.

Sometimes large and much used groups of material are placed in a separate drawer or in a special arrangement on the shelves. Where can you find such information about government, education, parks, agriculture, manufactures, natural resources, distinguished citizens, writers, artists, etc. in your state? Give location or subject headings or both

Similar information about your town?

Your county?

Where are college catalogs and information about schools, and how are they arranged?

Name college catalogs in your library from two states:

From two professional schools:

Are maps placed together or filed with other material about the country to which they pertain?

Is there a special section for poems?

Do you find holiday poems in the folders on Christmas, Thanksgiving, etc ?

Is there a special file for pictures? If so, how are they arranged? If not, where may you find pictures?

How are post cards cared for?

Are there folders containing miscellaneous material of which there is only one piece on a subject? Where?

Are cross references written on the folders to tell you to *see also* various related subjects?

Are there guide cards and *see* reference cards to direct you to the subjects under which material is filed?

Are you expected to locate your material by using the card catalog? Explain.

OBTAINING AND PREPARING FOR USE

Material in the vertical file is gathered as clippings from newspapers and magazines; pamphlets published by the national, state, and local governments, by public and private organizations and societies, and advertisers; pictures clipped from magazines or advertisements or specially purchased reproductions of works of art, photographs, etc.; maps issued by the state, railroads, etc. Much which is available is of little worth, and of the remainder, not all is useful in a particular library. That to be retained must be carefully selected to avoid overcrowding and obscuring the material which is valuable. The librarian must select critically, assign subject headings, and keep records of material requested and material received. Anything of local interest should be preserved as information on local history and government, buildings, prominent residents, etc. is often asked for and is rarely found in books.

The information file can supply many an interesting and attractive bulletin board in the library and in class rooms. The pamphlets will furnish information which is not found elsewhere or which is not available in so usable a form, and will be a great boon to those looking for "something short."

When clipping, be sure to clip also the name and date of the issue of the newspaper or magazine. If this is not adjacent to the part clipped, the information should be written with ink on the clipping. Be sure to follow the article to the end and to paste or staple together separate pieces. Clippings which are to be used temporarily may be folded with the subject heading visible and kept in an envelope or folder; those which will see longer service should be mounted on used practice sheets from typing classes, mimeograph paper, or manila sheets. After mounting, place waxed paper between the clippings and leave under a weight for forty-eight hours.

New pamphlets should be marked with the library ownership and the date received or date filed. A small pamphlet which will receive hard use may be sewed into a manila folder cut to its size. The title should be placed on the manila cover. Pamphlets which are of sufficient importance to be treated as books may be cased by placing in covers made of mounting boards cut to fit and joined with a strip of book cloth, leaving room between the boards for the thickness of the pamphlet and hinges. The pamphlet is held in place with single or double stitched binder according to its thickness. If the pamphlet is stapled thru the center, it should be sewed thru the binder before casing to prevent its weight from tearing it out of the cover. The title should be lettered on the board cover or the original cover of the pamphlet pasted on if no reading matter would be destroyed in so doing. Pamphlet covers may be purchased already made up, but are less neat because the book cloth cannot be turned under as a finish at each end and the sewing must go thru the case because the binder comes already attached.

Pictures are usually uniformly mounted for filing; those less often used or of odd sizes may be placed in envelopes. Post cards are often placed four on a mount of uniform size. Miscellaneous pictures may be filed with clippings and pamphlets. When pictures are to be passed around a class they may be placed in a holder supplied for the purpose by library supply companies or a piece of cellophane may be placed over the picture and the edges folded behind; or a sheet of celluloid placed over it, and the whole attached to a piece of cardboard by paper clips. For posting on the bulletin board the clips and cardboard may be omitted as the heads of the thumb tacks, placed several along each edge, will hold the protecting cover in place.

GOVERNMENT PUBLICATIONS

The government of the United States is the largest publisher in our country. All departments issue printed reports and many bureaus are solely concerned with research of service to citizens which takes the form of printed bulletins.

To get a general idea of the scope, number, and value of government publications read: Fay, Lucy R. and Eaton, Anne T. *Instruction in the use of books and libraries*. 3d ed. rev. Boston, Faxon, 1928. p. 84-111. Government publications (Contains "Suggested list of U. S. documents for high school libraries") or Rice, Ole S. *Lessons on the use of books and libraries* N.Y. Rand McNally, c1920. p. 128-33 Public documents. (Tells by whom they are issued, how to select them, how to obtain them, and describes those which every one should know.)

What government publications are indexed in the *Readers' Guide*?

List three bound books in your library which are publications of the United States government. Under what letter will you look in the card catalog?

Find a government publication (probably a pamphlet) on child care.

One on National Parks.

On United States history.

What is the purpose of maintaining an information file?

Describe the one in your library and mention any groups of fugitive material cared for in other ways.

List as many instances as you can of occasions when you have used the information file in connection with your classwork

Are envelopes or folders used in your vertical file?

Are headings written or typed?

On what part of clippings, pamphlets, and pictures is the subject heading written?

How are items placed in the file for economy of space and ease in finding?

What lending privileges of pamphlets, clippings, and pictures are allowed?

How is each charged?

Where are charging cards kept?

Envelopes for protection?

Where may you find the materials to re-inforce pamphlet covers?

Where are the pamphlets waiting to be placed in light covers?

Those to be placed in stiff covers and treated as books?

Give step by step directions for placing pamphlets in light covers.

Give step by step directions for placing pamphlets in stiff covers if the process differs from that above.

Are there any folders of clipped pictures in the library which may be given to students for use in note books?

On what subjects?

Where are they kept?

How may students obtain permission to take pictures for their note books?

See Appendix to *The Student Library Assistant: A Work Book, Bibliography and Manual of Suggestions*, from which this chapter is reprinted, for "Aids in Selecting and Ordering Government Publications;" "Lists of New Government Publications;" "Magazine Articles on Government Publications," and "Bibliographies of Free and Inexpensive Material."

SUGGESTED ACTIVITIES:

Obtain catalogs of prints and photographs so that material may be selected and ordered without waste of time when needed.

Collect a library of fugitive material for your personal use (See *The Library in the Home*) These collections would make an interesting library display.

Copy a catalog card used for a subject in the information file if your duties include typing headings.

Copy the form letter or post card used by the library in requesting free material and keep it for reference in sending requests.

Assist in building up a file of catalogs of colleges and schools. Your friends will be glad to give you the catalogs they have collected in deciding on a school and to send back catalogs from the schools they attend. A postal card addressed to the registrar of any school will bring you a catalog. Copy the form for such a card.

Write a brief description of your information file and post it for the benefit of patrons.

Write a feature article for the school paper on surprising contents of the information file, material on vocations, or the school catalogs.

Display interesting pamphlets for circulation. Place them with the front cover out so readers may see the title. See *Wilson Bulletin* 7 176-7. November 1932, for picture of a home made pamphlet display rack.

Arrange a display of government publications, books, pamphlets, and maps on varied subjects as products of the "Largest Publisher in the United States."

Find out what departments or organizations in your city or county issue publications, as public schools, health department, park commission, chamber of commerce, etc. Help make an up-to-date collection.

Display the material from the vertical file and other material in your library on your city. The pictures and maps may be used on the bulletin board.

Find out what agencies in your state issue publications of interest in your library. Call on your county agriculture and home demonstration agents, write state colleges and state library, and consult the state manual for departments of government and activities. Look in *United States Catalog* under name of state

Bring to the library for clipping the rotogravure section of your Sunday paper.

Make a list of folders in the vertical file which contain material for topics for some one subject, as biology, home nursing, clothing, English composition, public speaking, history, home room programs, travel club, French club, stamp club, etc. Choose some club or class with which you are familiar.

List the steps in obtaining fugitive material and in making it available for use in the library. Give detailed directions for parts of the work in which you assist.

RELATED WORK IN THE LIBRARY:

Copying requests for fugitive material from lists checked by the librarian using the library's form letter or postal.

Filling out order slips to the Vertical File Service from the checked catalog.

Typing and pasting headings on vertical file folders

Typing headings on catalog cards for new subjects in the information file, from new folders or list of new subjects.

Filing cards above the rod in the catalog

Stamping fugitive material with ownership and date. Stamp neatly in margin parallel with edges so as not to interfere with printed matter

Placing pamphlets in covers

Mounting pictures and clippings (See Wilson *School library experience*, p 145-6.)

Filing in the vertical file, new folders and those used by patrons

Clipping articles marked by librarian from magazines and newspapers.

Collecting material on a certain subject for a bulletin board in library or class room.

Charging material from the vertical file

Clipping and sorting pictures for the scrap book files.

LIBRARY PUBLICITY

Any device or activity which calls attention to the resources of the library and encourages patrons and prospective patrons to develop the library habit may be termed library publicity. The very best publicity of all is good service. If a patron is able consistently to find what he needs, if he receives courteous and able help from the librarians, if he feels at home in the library and enjoys coming, he will be a loyal advocate of the library and will not only make good use of it for himself but will encourage others to come.

In order to give good service the library must possess a well chosen collection of circulating books and reference books, magazines, and miscellaneous material, and this collection must be systematically arranged to make its facilities easily available to patrons. Are there plenty of shelf labels so that a stranger may find his way about? Is the card catalog in a convenient and conspicuous place? Are there convenient arrangements for using heavy reference books? (One can hardly hold an 18" by 24" atlas or a fifteen-pound dictionary in mid-air while turning the pages with the other hand.) Are there plenty of signs explaining the use of reference books, the location of special collections, library rules? Are the books in good condition? Are the shelves dusted occasionally, especially lower shelves and sections of books infrequently circulated? Is the light right for reading or are some readers obliged to face the windows? Is the room cheerfully decorated? Are there flowers and plants? Is the atmosphere one of purposeful activity and individual concentration? Could you easily become absorbed in your book or would other occupants of the library disturb you?

After a survey of your own library, you will enjoy peeks into other interesting libraries thru these readings:

Wilson, Martha, comp. Selected articles on school library experience. N.Y. H. W. Wilson, 1925. p. 50-67, A day in a modern high school library, by Mary E. Hall, p. 96-105, How we use our school library, by Rowena Keith Keyes, p. 105-12, The diary of a school librarian, by Marion Lovis; p. 81-90, Possibilities in the evening high school library. Mary E. Hall.

For ideas on library publicity read:

Logasa. The high school library. N.Y. Appleton, 1928. p. 141-70, Devices for increasing voluntary reading, p. 191-205. The library in the school community. Libraries. 35. 164-7. April 1930. Publicity in a high school library. C. I. Haynes. Library Journal. 52. 128-31. February 1, 1927. School library publicity. ———. 54. 791-3. October 1, 1929. Messy library publicity. Margery Quigley (Her constructive argument is for systematic cooperative publicity for public libraries, but what she says about "messy publicity" applies equally to school libraries). ———. 55. 971. December 1, 1930. Library psychology. Rebecca B. Wall. (Publicity in Senior High School, Greensboro, North Carolina). Wilson Bulletin. 2. 362-4. February-March 1925. Publicity in libraries. Margaret Jackson. ———. 4. 377-8. April 1930. A letter to a young librarian. Lucy M. Buker. (Tells the new librarian about services she will wish to give patrons). ———. 5. 572-5. May 1931. Advertising the school library. Velma R. Shaffer.

If your library is well organized for service and you wish to attract more patrons and to offer still more service, many interesting publicity projects may be undertaken. Before advertising, be sure you can supply the demand you expect to create. If you advertise that the library contains interesting fiction for every one to read and students flock in and select books so fast that the few novels owned by the library are soon in circulation, what is the reaction of other students who read your poster and come to get a book for leisure reading?

If recreational reading is limited, a better plan would be to keep a browsing corner in the library and postpone intensive advertising until a sufficient book stock is built up to satisfy the demand.

All publicity work should have the specific aim of attracting readers to books or of giving information which will lead to the later use of books or library facilities. An elaborate poster which conveys no library message or does not add to the beauty of the library is of no value. Would it not have been better to have spent the hours required to make it in compiling bibliographies for the quick reference file, mounting pictures for use, or preparing some other library service?

Perhaps we should apply to library publicity projects William Warner Bishop's criticism of women librarians (in *The backs of books*): "The peculiar temptation of women librarians seems to be to take on more than they can carry out. As Kipling once said, they are 'over-engined for their beam.' " However, if planned in advance by a sort of budget system so that the work of preparation is distributed over a period and too much not undertaken, publicity projects add a great deal to library service in the way of increased pleasure to patrons and librarians alike.

By getting patrons interested in the library, we may find the means to increase the beam to meet the engine power as art classes offer to make posters to library specifications, English classes contribute literary picture maps, Latin classes lend models of Roman houses or papyrus rolls, and the botany club keeps the library supplied with growing plants and cut flowers. In each case the library will have supplied books and pictures as aids in working out the original projects.

We shall consider individually some helpful publicity devices

ATTRACTIVE ROOM •

Colorful bouquets and growing plants, interesting exhibits and bulletin boards and well chosen decorations lend to the attractiveness of any library. Decorations must be in keeping with the spirit and architecture of the room. (You wouldn't decorate a paneled wall by hanging posters with thumb tacks or skimp from the book fund to buy a marble reproduction of the Winged Victory for a little library in makeshift quarters.) Above all, decorations should be restful and not overdone, should be selected and displayed in accord with the principles of art.

When decorations are of ephemeral character, they should be changed occasionally for variety and freshness. The art department may lend examples of students' work for exhibit or the library may have a collection of travel posters, prints, and other decorations which it takes pleasure in exhibiting. Pottery, vases, wall hangings, statuary, etc. may be used as well as pictures. For example, an India print may hang above the bookshelves, with articles from India (brass, ivory, costumes, etc.) on top of the shelves and in the exhibit case, and the browsing corner, or special book exhibits be filled with books about India and its products and by Indian writers. An Indian blanket may take the place of the India print, or a frieze of posters or pictures of Indians and Indian life be used, while Indian baskets, jewelry, dolls, etc., are displayed and books about American Indians occupy a prominent place in the library. An old patchwork quilt may be displayed on the wall, with a spinning wheel or other early American relics, and there may be an exhibit of old American books, perhaps the school books of your grandparents, and a browsing corner filled with books on American pioneer and frontier life. Students and teachers will probably lend materials for decoration or exhibit. The library cannot accept responsibility for loss, however, and nothing should be displayed outside the museum case which cannot be handled.

REFERENCES DEALING WITH LIBRARY DECORATION:

- American Library Association. Publicity Committee. Leads. No. 7. Based on Miss Potter's list.
- Burrage, Severance and Bailey, Henry Turner. School sanitation and decoration Boston, Heath, c1899 224p p. 94-121, Schoolroom decoration. (See also illustrations thruout the book.)
- Fargo, Lucile. The library in the school Chicago, American Library Association, 1930 453p. \$3 00 p 234.
- Goldstein, Harriet and Goldstein, Vetta Art in every day life. N Y Macmillan, c1925. 465p \$3 00 p 424-43, Flower arrangement.
- Logasa. The high school library p 44-6
- School Arts Magazine* 27 7 September 1927 Pictorial map of Kalamazoo il
- . 27 212 December 1927. Map of Seattle
- . 27:298-9 January 1928 Pictorial and decorative maps il
- Wilson Bulletin. 6.407-9 February 1932. Decorative material for the library Margery F. Potter.
- Wilson Bulletin 7:121-3 October 1932 Pictorial maps useful in the study of US history. (A source list compiled by Mary R. Bacon)
- Notice and list the attractive features in the appearance of your library.

BULLETIN BOARDS AND EXHIBITS

The bulletin board may be the center of interest of the library or the bane of the librarian's life. To be effective a calendar of displays should be prepared so that material may be collected ahead of time and a new display be ready to replace the one which has served its purpose. Displays may be connected with holidays, anniversaries, or "weeks," current events, or miscellaneous subjects such as vocations, manufactures, history of books, illustrated books, or what goes on behind the scenes in the library (See Hazeltine *Anniversaries and holidays*; Logasa. *The high school library*. p. 151-2; and Wheeler, Joseph L. *The library and the community* p 168-82, for days and weeks to celebrate.

In arranging bulletin boards and exhibits, study and obey the laws of balance, color harmony, and center of interest. You must first attract by the pleasing appearance of the exhibit and then, the patron's attention gained, give him your message. Be careful to arrange pictures and materials symmetrically and avoid a lop-sided appearance. Take care even to balance thumb tacks, placing the same number on each side of a picture, in the exact center of top and bottom, etc. Stick the point of the tack into the bulletin board only, not thru the picture mount, and let the head of the tack hold the picture in place. *Maptax* rather than thumb tacks may be used; they are less conspicuous and have very sharp points. If several mounts of different sizes are used in a line, place the lower edges rather than the centers, on a level. Leave more marginal space at the bottom than at the top of your bulletin board. Think of the whole bulletin board as one picture or as a printed page.

Numerous small cards should be used to explain the details of the exhibit. These may be typewritten in solid capitals and placed near the part they describe. A larger poster should be used for the subject or caption for the whole display. Adjacent colors must blend and all colors used in the exhibit must harmonize; this point is especially important in posting book jackets. A small note on the bulletin board to the effect that the pictures, etc. may be borrowed for class use after a certain date (whenever the display is to be taken down) will serve to advertise your vertical file service.

Small figures and other objects lend interest to book displays. The librarian can hardly afford to take time to prepare many such settings for book "bait," but borrowed from classes or individuals they may serve the double purpose of

attracting notice to library books and to good work of the individuals or classes. Perhaps the stagecraft class will lend a model stage setting to display with books on theatricals, with plays, or with characters representing a scene from some well-known book; the dressmaking classes lend dolls or paper dolls dressed to illustrate costumes, which may be used to advertise books on dressmaking, personal appearance, costume design, or to represent book characters; or the architectural drawing classes lend their cardboard models of houses or the aviation club display model airplanes. Besides being used in book exhibits these may be placed on top of the shelves above a related group of books, or otherwise used for decoration. A small card giving the name of the owner, his class, and teacher should be displayed with borrowed articles.

Toys, such as dolls and doll furniture, small animals, fire engines, trucks, trains, airplanes, etc., may be used effectively. Always take extremely good care of borrowed articles, but remind the lenders that the library cannot be responsible for loss or damage.

AIDS FOR BULLETIN BOARDS AND EXHIBITS:

- Logasa The high school library, p 165-70.
- Ward, Gilbert O. Publicity for public libraries. N.Y. H. W. Wilson, 1924. 315p. o.p. p 155-202, Displays and exhibits (Principles of orderly display on bulletin boards, ways of displaying books, and suggestions of subjects for exhibits.)
- Industrial Arts and Vocational Education 20 278-80. August 1931 The bulletin board
- Rolland R Gove il (Tells how to make a bulletin board, post clippings and pictures, and arrange an exhibit of industrial products.)
- Libraries. 32 258-9 May 1927 Educational value of the bulletin board in the school library Bessie L Eldridge
- Libraries 34:446-7. November 1929 Bulletin boards and displays
- Library Journal 47:499-501. June 1, 1922 Technique of library exhibits Eunice Weed (How to display rare books in a wall case 9" deep, how to label exhibits, and some displays used at the University of Michigan)
- Library Journal 54 793-4 October 1, 1929. Librarians all; a doll display illustrating the library profession in a novel method of publicity. Beatrice Sawyer Rossell il
- Library Journal 54:801-3 October 1, 1929 That bulletin board! Mildred A Kenny (How a librarian used a budget system of planning her bulletin board a year in advance to keep it always interesting and attractive.)
- Library Journal 55 817 October 15, 1930 Miniature book week exhibit (Figures cut from a poster and used in a room set with doll furniture)
- Library Journal 55 966 December 1, 1930 il A window display of books and lists for junior and senior high school students prepared by the Enoch Pratt Free Library, Baltimore
- Library Journal 57:383 April 15, 1932 The garden of books Mary Louise Wedemeyer. (Description and directions for making exhibit featuring dolls dressed as book characters from youth to age)
- Library Journal 57:1029 December 15, 1932 A living Christmas tree. Faith Holmes Hyers (Illustration shows exhibit prepared by forestry division to encourage planting Christmas trees)
- Library Journal 58 28-9 January 1, 1933 Pasadena holds municipal exhibit. (Three illustrations showing displays)
- School Arts Magazine 28:148-50 November 1929. A folding stage Ethel B. Thornburg. il
- School Arts Magazine 28:302 January 1929 Historic dolls Helen F. Batchelder. il (Simply made paper dolls dressed in crepe and gilt paper, etc. to represent Romans and Egyptians)
- School Arts Magazine. 28:640-1 June 1929 A jousting scene from "King Arthur"; including methods of making theatrical figures Vanetta Bevans Bessell il. (Very attractive A similar exhibit would take time and talent)
- Wilson Bulletin 5 260 December 1920 il (Picture of a library Christmas tree)
- Wilson Bulletin 5:19-20 April 1931 An Arthurian exhibit Mary M. Barker il
- Wilson Bulletin 5 579 May 1931 Summer publicity (Ideas good the year round)
- Wilson Bulletin 5 582 May 1931 il (Aviation enthusiasts showing their airplanes and glider models, hangars, beacons, and landing fields)

- Wilson Bulletin. 6:352. January 1932. Of classical interest. il (Miniature Roman house placed on top of shelves in the classical section)
- Wilson Bulletin. 6:430. February 1932. George Washington bi-centennial display at Washington (D.C.) Library. il. (Example of well arranged exhibit case)
- Wilson Bulletin. 6:478. March 1932. George Rogers Clark Sesquicentennial il (Window display at Vincennes, Indiana, showing miniature fort.)
- Wilson Bulletin. 7:49. September 1932. George Washington bicentennial exhibit
- Wilson Bulletin. 7:119. October 1932. Book characters il (Dolls costumed by pupils of South Philadelphia High School for Girls)
- Wilson Bulletin. 7:120. October 1932. Seeing the world by air il
- Wilson Bulletin. 7:169+. November 1932. A Polish exhibit for libraries. Eric P. Kelly. il (An account of the exhibits which the author of *The Trumpeter of Krakow* will lend to libraries.)
- Wilson Bulletin. 7:185. November 1932. Hobbies for boys il
- Wilson Bulletin. 7:195. November 1932. Honoring the Lewis Carrol centenary with "Alice."
- Wilson Bulletin. 7:249. November 1932. Books for Christmas il. (Christmas tree ornamented with miniature books.)
- Wilson Bulletin. 7:363. February 1933. Jewish book week exhibit. il
- Wilson Bulletin. 7:508. April 1933. Scenes from Louisa Alcott's books il (Miniature stages with setting copied from illustration and figures cut out and counted)
- Wilson Bulletin. 7:554-5+. May 1933. Exhibits in our browsing room. Augusta Billdanes. il. (Swedish exhibit, Goethe exhibit, Norse exhibit, etc.)
- Wilson Bulletin. 7:617-20+. June 1933. Our special editions collection il.
- Wilson Bulletin. 7:639, 640. June 1933. Case of pioneer objects il (Case of objects illustrating *Hitty*)

See also the list of book exhibits, p 218, in Chapter 13, READING AND OWNING BOOKS.

BIBLIOGRAPHIES OF SOURCES FOR EXHIBITS:

- American Library Association. Committee on Publicity. Leads. No. 7. Posters, publicity aids, and decorative material. Based on Miss Margery Potter's list which appeared in the *Wilson Bulletin*. February 1932. mimeographed gratis
- Booth, Mary Josephine. comp. Material on geography. 5th rev. ed. State Teachers College Library, Charleston, Ill., the compiler, 1931. 108p. pa. 50c
- Enriched Teaching Series. Bureau of publications. Teachers College, Columbia University. See Bibliography of sources of fugitive material, in the Appendix, for a list of titles

See also lists of fugitive material and catalogs of school supplies for the elementary grades. Cut outs for holidays, or showing costumes of various countries may be adapted for library publicity uses.

POSTERS

Posters are a necessary part of an intelligible exhibit. They should be positive and specific and relate directly to library work. They may be made in the library or purchased commercially. Hand made posters are more attractive if well made, but very costly in time. Art classes doing posters are usually glad to cooperate by using library subjects. A file of specific wants and suggestions should be kept for the use of such students.

Unskilled persons will find that using cut out pictures and gummed letters will enable them to do quicker and more attractive work. Cartoon posters are very effective. If display space is limited in your library, books may be placed on a window ledge of suitable height with a poster made on transparent Japanese rice paper placed on the window pane above. Placards for book displays should be of uniform size so that they may be conveniently filed for later use.

HELPS IN PLANNING AND MAKING GOOD LIBRARY POSTERS:

- Carter's Vel Vet hand book: show cards, posters, signs. 14th ed. Carter's ink co. 239 First St. Boston 26p il 1931. gratis.
- Logasa. The high school library, p. 154-65.
- National Association of Book Publishers, 347 Fifth Avenue, New York City. Posters available free.
- Perkins, Jeanette E. The amateur poster maker. Boston, Pilgrim Press, 1924. il. 63p. pa. \$1 00. (Getting the message across, use of clipped pictures, directions for lettering)
- Ward Publicity for public libraries. NY H W Wilson, 1924 315p op p 139. Signs and posters.
- Wheeler The library and the community p 268-84 Posters, placards, and billboards
- Libraries. 32:24-5. January 1927. Concerning library posters
- School Arts Magazine 28:295. January 1929 il (Action of a movie plot shown by line figures Suggestive for cartoons on how to use the card catalog, World almanac, etc., library citizenship, plot of story, etc.)
- School Arts Magazine 28:646-88 June 1929 Figure drawing made easy. M R Rice (Action figures in a different wax crayon technique)
- School Arts Magazine. 29 375-8 February 1930 Book poster project il Ethel J Twist (Seventh and eighth grade pupils make posters for contest sponsored by the public library)
- School Arts Magazine. 29:570-4 May 1930 Library posters William V Winslow. (Similar contest for fifth and sixth grades)
- Wilson Bulletin. 4:522. June 1930. (Reproduction of two cartoons by Herb Roth made for the National Association of Book Publishers)
- Wilson Bulletin. 5:623. June 1931 il. In quest of a reserve book. (Series of cartoons which makes clear the procedure in using reserve books and puts you in a good humor at the same time)
- Wilson Bulletin. 7:481 April 1933. Reading with a porpoise. il. (Reproduction of a cartoon poster)

See also catalogs of library supplies.

INSTRUCTION IN THE USE OF THE LIBRARY

The best guarantee that library patrons will use the library for study and recreation is the assurance that they know how to find what they want from books and libraries To attain this end, instruction in the use of books and libraries is given in schools to classes, formally by the librarian or incidentally by teachers as occasions arise which necessitate the use of the library; to individuals as they need help in the library; or indirectly by numerous publicity devices. Some of these are: plenty of signs in the library, shelf and case labels, directions for using the card catalog and *Readers' guide*, directions for finding back numbers of magazines, library rules, floor plan of the library, etc.; section on the school library in the students' handbook; articles on the use of reference books, how to find books in the library, library citizenship, etc. in the school paper, posted where students will read them, or read in home rooms or given as reports in English, civics, history, or other classes; lists of books useful in a particular semester or unit of work sent to class rooms; open house in the library when all the librarians and assistants are present to show students around and answer questions Can you suggest any other ways of teaching your patrons how to use the library and of encouraging them to form the library habit?

List all the devices used in your library and star those in which you assist.

SPECIAL SERVICES TO TEACHERS

These include: lists of all new books (with call numbers) added to the library or of those requested by a department; annotated lists of magazine articles interesting to teachers; book jackets sent for posting on class room bulletin boards; preparation of bibliographies; answering reference questions by messenger; displaying new books especially interesting to teachers in a corner or room of the library reserved for teachers' use; posting information about library books and services on the teachers' bulletin board; sending material to class rooms; reserving material in the library. In schools where the teachers have infrequent opportunity to visit the library, a student from each class may be appointed to keep the librarian informed of what the class is studying and to cooperate in selecting pictures for the class room bulletin board and in compiling bibliographies of material to be used by the students. When this student is also a library assistant, the teacher can expect very fine service indeed. How do special services to teachers advertise the library?

How can you help give these services?

NEWSPAPER PUBLICITY

Many suggestions for printed publicity have been given thruout your work book. If you have a school paper, you will probably be allowed a certain space in each issue for a library column. This should be kept interesting as well as informational. Notes on new books, exhibits, gifts, new services, information about how to use the library (very brief and to the point), and recent happenings in the library are the usual contents. Many library items may be considered of front page importance by the school editor.

Statistics and reports interestingly interpreted make good stories as do library instruction to new students, new equipment, special exhibits, book fairs, cooperation in school projects, open house, teachers' tea, a typical day in the library, the work of the library assistants. Similar library news may be used in the school notes of the local paper. Jot down notes for library news as happenings occur so that they are ready for the reporter or for the librarian to use when needed. Clip library news and paste in a scrap book. Be sure to clip a date line for each item. Good library news stories by students may be sent to library magazines interested in publishing them.

REFERENCES ON NEWSPAPER PUBLICITY:

- Ward. Publicity for public libraries. p 111-37 (Public library point of view)
 Wheeler. The library and the community. p 193-219, Newspapers (Public library and city newspaper again, but many of the leads and stories suggested may be adapted to the use of school library news in the school paper)
 American Library Association. Bulletin 16:375-8. July 1922. Writing library news
 Willard Grosvenor Bleyer (an outline)
 American Library Association. Publicity committee. Leads. No. 6. April 1932. 100 items which are library news. (Free)
 Wilson Bulletin 6 580. April 1932 (account of a "typical day in the library" by Virginia Merrill, a junior in high school, reprinted from *Franklin Journal Transcript*)

Other publicity devices include library contests for guessing book titles or identifying characters, making library posters, writing essays on books or the use of the library or plays for Book Week, presenting plays made from books or about books or library service, or making a scrap book showing library activities for the traveling collection of the American Library Association.

For plays see *Magic of books*, by Sanford and Schauffler, files of library magazines, the list of plays for Book Week distributed by the National Association of Book Publishers; Logasa and Ver Nooy. *An index to one-act plays* (Subject index); *Library Journal* 53:314. April 1, 1928. Library plays. Marjorie Zinkie, comp (a bibliography); and the catalogs of publications of the American Library Association and The H. W. Wilson Company.

Locate contests in library magazines thru *Readers' guide* See also p. 235 in Chapter 14, THE LIBRARY CLUB, for games and contests.

School library scrap books may be borrowed from the American Library Association, 520 North Michigan Avenue, Chicago. Directions for making may be obtained from the Association

What is the purpose of library publicity?

List some basic principles.

List some important details in arranging attractive bulletin boards and exhibits

What is the purpose of library posters?

What kind are used in your library? Why?

How long must an exhibit be displayed in order that all the students of your school may have an opportunity to see it?

How have *you* learned to use the library? How has your experience enabled you to help other students learn about the library?

SUGGESTED ACTIVITIES:

List every activity of your library which could be considered as publicity. Choose five items and evaluate them from the point of view of your student body.

Suggest one new publicity activity and tell in detail how it might be used in your library.

Enter your library and look at it critically as it would impress a stranger. Is the impression favorable? What is most striking? List the features which would be noticed first.

Collect magazines containing photographs of libraries and bring to class examples of attractive rooms, rooms which look bare, and examples of over-decorated libraries. Analyze the factors which make up the impression in each case. (The *Wilson Bulletin* lists such pictures in the index of each volume under *Illustrations*.)

Make an attractive sign for your library and place it outside the door for the benefit of visitors and new students. Make desk signs giving name and position, for each librarian and student assistant. Assistants may wear badges or arm bands.

Picture maps are extremely decorative and educational. They may be purchased, or made as a group project, those gathering the data and making the map learning more and enjoying the project even more than those who study the finished map. Clipped pictures may be pasted on a printed map or a more artistic map and pictures may be drawn and colored. Make a map of your state showing homes and birthplaces of authors or settings of books, fiction and non-fiction; or a map of your town or county showing the location of all schools and libraries (public and branches, libraries in schools, hospital, commercial, and special libraries), publishers, printers, and newspapers, noted private libraries, the homes of authors, illustrators, or any persons connected with the production of books, magazines, or newspapers. (See the references on picture maps on p. 129, and *Library Journal* 58.29 January 1, 1933 [A map of Pasadena's public library system] 11.)

Trace a tour of the world along established lines of travel and print names of books on the map. Make drawings describing country traversed or place the books on the shelf below the map. Place a contrasting colored string or ribbon in each book, attaching the other end to the spot on the map which the book describes. The string may be attached to book jackets pasted on the bulletin board if you wish to have the books free for circulation.

Find pamphlets and magazine articles to help you arrange and care for flowers and plants.

Study the principles of color harmony and balance in a book dealing with the principles of art or in books on commercial art or advertising display. Apply the knowledge gained in arranging bulletin boards and exhibits.

Plan a calendar of bulletin boards and exhibits in your library for one specific month. Choose one display, work out in full detail, assemble all material and prepare the display on the chosen date.

Take a snap shot of each exhibit or bulletin board worth repeating and place in the scrap book or envelope which contains a description of the display and the sources of all material. (See Logasa *The high school library*, p. 104 for description of a scrapbook record of posters.) A teacher may wish to borrow the display for his class room or it will interest the entirely new school population four or three years hence. Such a record of displays is also of interest to visitors from other schools.

Check your library with the High school library score card of the American Library Association Education Committee (Wilson, *School library management* 5th ed. N Y H. W. Wilson, 1931 p 191-205.) or standards set up by your state Write up your findings for your principal and superintendent. If your score is good, it would make an acceptable subject for a news article.

Borrow a group of school library scrap books from the American Library Association. Copy ideas to use in your own library Be sure to copy also the name of the library which made the scrap book Write a letter to the library telling how you used their suggestion in your library.

Visit other school libraries and invite visitors to your library Make arrangements convenient to your hosts before taking a field trip and prepare an outline of the points about the library which you are most interested in seeing See p 234 in Chapter 14, THE LIBRARY CLUB, for suggestions on field trips.

Chapter 9

REFERENCE WORK

One of the skills which will give you much pleasure in your library work is the ability to locate information for yourself and for library patrons. This aspect of library service is called reference work. The information desired may be as trivial or simple as: Where was the President born, or the question may be: Has any one ever written or is any one engaged in research preparatory to writing a doctor's dissertation on possible analytic methods for the determination of minute quantities of sodium in aluminum, which would be a simple question to the trained and experienced reference librarian in a large university, but is entirely outside our limits.

The resources of the whole library and even outside agencies are the happy hunting ground in reference work. Besides the restricted collection marked with an *R* or *Ref*, there are all the regular shelf books located thru the card catalog; the quick reference index which lists hard-to-find information which has previously been located and used; the information file containing bibliographies, pamphlets, clippings, and pictures; and periodicals. Every part of the library is fair game in finding the desired information.

If your own library does not yield the information, perhaps your city or county library will have it, or, that failing, the state library or extension agency of the state university. When requests from different people for the same information cannot be met, the librarian considers the desirability of purchasing new books on the subject. She strives to keep ahead of the demand by finding out what people will be asking for and ordering or borrowing the books in advance.

In order to help patrons find information to answer their questions quickly and efficiently, the reference worker must have a thoro knowledge of reference books, being familiar with types of books and knowing books of every type and how to use them. He must have a broad general knowledge in order to interpret each question asked and to classify it in his own mind in connection with the books in which the answer is likely to be found.

Reference books may be defined as those books meant to be consulted for specific information rather than to be read thru. Books in the reference collection are kept together in a special section and are not circulated. The choice of books for the reference collection of any particular library is determined by local conditions and the needs of patrons. Those books are included which must always be available for good service in the library. Some books useful both for reference and general reading are placed in the reference collection because they are too expensive to circulate. Other books strictly for reference use, as foreign language dictionaries, may be placed in the general collection for circulation because of the greater service to readers.

Read *Library Key*, p. 35-41, Reference books. Take notes, scanning the descriptions of specific reference books.

Using a separate slip of paper for each title, list complete title, author, editor, compiler, publisher, and copyright date of each book (or certain ones designated by your librarian) in your reference section.

There are reference books on all subjects as you can observe from the variety of class numbers in your reference collection. Grouping reference books according to their form we have: *

abstracts

almanacs

annuals

anthologies

atlases

bibliographies

catalogs

commentaries

* See Buck, Gertrude *Keys to the halls of books* Wauwatosa, Wis. Kenyon Press, 1926. 54p. 80c. p. 28-35 for a list of reference books grouped according to this classification.

compendiums

concordances

cyclopedias

dictionaries

digests

directories

epitomes

gazetteers

guide books

handbooks

indexes

manuals

phrase books

source books

statistics

syllabuses

tables

year books

Define each briefly and give an example from your reference collection

In learning to use a reference book, study the title page, preface, introduction, and table of contents to obtain an idea of the scope of the book, special features, authenticity, date, arrangement, and the best manner of using it, giving special attention to any explanatory notes at the beginning of the index or elsewhere. (Review "Printed Parts of a Book," on pages 33-5 of Chapter 3, *THE BOOK*)

When you wish to locate a particular bit of information, consider its relation to a subject, date, or form. In the question of the birthplace of the President, we think first of biography, the subject. The date is contemporary, and we wish to find the information in the briefest form possible. The entry word, of course, is the name of the President. Our first thought is *Who's who in America*, terse biographies of living Americans. Other sources would be encyclopedias, Congressional directory, almanacs, shelf books.

If the question were: What is the population of Auburn, New York, statistics (form) at once is suggested. An almanac will give the latest estimated population, while the Report of the census is the official authority. Atlases, encyclopedias, gazetteers, and dictionaries give figures whose accuracy may be indicated by the date of publication of the book and the reliability of the publisher and compiler. In this case, the entry word in the gazetteer, dictionary, or encyclopedia would be *Auburn*. In using an almanac, we would have to look in the index for such headings as, N.Y. STATE, POPULATION, CITIES AND TOWNS; CITIES, BIG, POPULATION; OR POPULATION OF BIG CITIES, and select *Auburn, N. Y.* from the table to which we are referred. The selection of the proper entry word under which to look for information, and perseverance in trying all possibilities is as important in using reference books as is the selection of the best book to answer the question. Do not overlook the usefulness of the encyclopedia and dictionary in furnishing a basis from which to search for fuller information when you know but little about the topic you wish to look up.

In helping a patron find information, find out as much as possible about what he wants and the related circumstances. You might courteously ask him where he has already looked as a means of learning more about the topic. Perhaps he will tell you he wants to find out who the *Big Endians* were to report to history class but could find nothing in *Harper's encyclopedia of United States history*. He thinks it is a nickname of some political party. If you know Brewer's *Dictionary of phrase and fable* you will probably turn to it, altho the dictionary or *Lincoln library* really gives a better explanation. Having found the key to his request, the student can read at greater length of the Big Endians in a book of English history or search out the original source in Gulliver's travels.

All questioning must be very tactful, but if sympathetically done, the patron will be appreciative and not resentful. Of course it is unforgivable to laugh at a patron's mistakes, either at the time or later among your friends. If the patron cannot enjoy the humor of the incident with you, it is best to forget it.

Never keep a patron waiting unduly while you go on a wild goose chase for something of which you have never heard and which you cannot find in an encyclopedia or dictionary. Experimentation of this sort is very valuable training for you, but must not be indulged in at the expense of some one else's time. Refer your patron to your librarian, and later pursue the elusive question until you have answered it to your own satisfaction and report to your librarian for approval. Never tell a patron you don't know or that the library has nothing on his question. Refer him to the librarian when you cannot help him.

SUGGESTED READING:**Reference work:**

- Bacon, Corinne. Reference work from the librarian's point of view. p. 927-32. in Moody, Katharine T. comp *The library within the walls* N.Y. Wilson, 1929. 514p. \$2.75. Reprinted from *Library Journal* for 1902. (Describes the ideal reference librarian and humorously suggests attainable ideals for the library's public. Will help you be a better patron as well as a better library assistant)
- Hazeltine, Mary Emogene. Fundamentals of reference service. Chicago, American Library Association, 1922. Reprinted, with revision, from *Wisconsin Library Bulletin*, April, May, June, 1919. out of print (Defines reference work, shows importance of knowing tools, gives methods of work, analyzes types of questions asked and illustrates with actual questions, tells how to keep a quick reference file, and discusses books for the reference collection.)
- Wilson, Martha. School library management 5th ed. N.Y. H. W. Wilson, 1931. p. 11-15. (Definition of reference work, types of reference work in a school library, materials needed, etc.)
- Wilson Bulletin 3 275-7. Summer 1928 Finding it in books Mary McDonnell (A survey questionnaire to find out what high school people know about using reference books which disclosed their ingenuity but also their ignorance of the books. Could you pass the test with a high mark?)
- . 4:170. December 1929 The ballad of the reference librarian. (poem) James G. Hodgson
- . 6:48-51, 80. September 1931. A day in a British reference library. Henry A Sharp (Shows the spirit of reference service)
- . 6:494. March 1932. Rhyme of the reference room (poem) Clara Hearn
- . 7:26-9 September 1932 Creative reference work. Grace Arlington Owen (To skill in the use of reference tools must be added Discrimination, Vision and Background)
- . 7:178-9. November 1932 A permanent record of reference Velma R Shaffer (Keeping a record of reference questions in a high school library)
- . 7:244-5 December 1932 Ideals in reference service. Marilla Waite Freeman

Reference Books:

- Connor, Martha How to study reference books In Moody, comp *Library within the walls*. N.Y. H. W. Wilson, 1929 514p. \$2.75 p. 478-86 Reprinted from *Library Journal* 53:159-62. February 15, 1928 (Outline and study thoroly preliminary to intensive training in reference work)
- Fay, Lucy E and Eaton, Anne T. Use of books and libraries 3d ed. rev. Boston, Faxon, 1928. p. 41-52 General reference books (Notice especially purpose of a reference collection (p. 41), points to be considered in judging a general reference book (p. 48), and how to use reference books (p. 48-9))
- Mudge, Isadore G. New guide to reference books American Library Association, any edition Introduction (The reference department, reference books, how to study reference books Study intensively the directions given under the third topic)
- Ward, Gilbert O. Practical use of books and libraries 5th ed. rev and enl. Boston, Faxon, 1933 p. 38-41.
- Wilson Bulletin 5 516-17 April 1931 Reference works for a small library Dorothy Brown (Discusses the most important points to consider in judging a reference book, and the basic books for a collection)

List all the activities in your library besides individual assistance to students in finding information in books which come under the head of reference work.

List the other libraries to which your patrons have access.

Upon which outside agencies may your library draw?

What are the qualities of a good reference book?

List the points to observe in studying reference books.

Describe the process of analyzing a question and deciding on the type of book to be consulted.

SUGGESTED ACTIVITIES :

Write the main subject of each reference book on the slip you have made for it. Some of these may be quotations, chemistry, music, and biography. Arrange your slips by subject and copy the titles in your notebook in these groups.

Make a note on each slip as you study the book telling the period of time covered. For books in which the time element is not evident, as Firkins. *Index to short stories*, list the date. How does the date in a book of this sort limit the scope? Arrange your slips by dates and copy the titles in chronological order with a note on the time element in each.

Keep separate sheets on which to list sources of information on each of the following.

Biography

Pronunciations of proper names

Geographic information

Statistics

Current information

For each title listed, write an explanatory note to help you remember the type of material on the subject. Other lists may be kept for subjects in which you are especially interested or which are popular among library patrons. This cross index of reference books will be another tentacle to hold in mind what you are learning.

Interview your librarian to learn of the usual devices by which she keeps informed as to what library patrons will ask for.

State how you may help your librarian anticipate and prepare for the demand for material on new subjects.

Analyze these questions as you would think them thru before selecting a book in which to search for information. Decide whether you will choose a book by subject, time or form. Fill in the specific subject, time, or form and consult your slips or lists of reference books to select titles. Write in the title and the entry work for which you will look. *Do not answer the questions or refer to any books.* After studying the reference books in more detail, turn back to this page and compare this work with what you are able to do then.

1. What is Spoonerism?
2. How can you remove ink stains from cotton material?
3. What is the population of the world? The proportion among races?
4. What were the provisions of the Missouri Compromise?
5. Where can you find the denominations of money used in Italy?
6. What are the titles of some pictures painted by Rembrandt?
7. Who wrote "Twinkle, Twinkle, Little Star"?
8. When and where was Ignace Jan Paderewski born?

9. Is the expression "Suit the action to the word" a quotation or a popular saying?
10. What territory is included in your Congressional district?

HELPING YOUR PATRONS LEARN THE REFERENCE SERVICES OF YOUR LIBRARY

An excellent advertisement for your reference section is to keep it looking attractive and to make it convenient to use. Keep the shelves uncrowded and well supplied with book supports. Keep books in good repair and dust them weekly. Read the shelves several times a day to see that volumes in sets are in numerical order and other books in place. One volume out of place attracts others and suggests to patrons that one space does as well as another when returning books to the shelves. Provide special places for using the large atlas, unabridged dictionaries, and other unwieldy books. Don't blame your patrons when the dictionary stand topples over under a careless hand if you had to learn a trick touch to prevent its happening with you.

Publicity about reference books is a good means of instructing your patrons in their use. Signs such as the printed posters about the *Readers' guide* or card catalog may be made and displayed for other tools. A different book may be displayed each week in a place where patrons may conveniently examine and use it. You could prepare and post directions for its use or display the publisher's booklet giving such directions. Clear directions as to when and how to use each book may be typed and pasted in the front. Always refer users to the preface or introduction for further directions.

Reference books are good subjects for newspaper publicity. A striking title such as "Naming the Baby" in *Wilson Bulletin* 3:260, May 1928, will draw more attention than a mere prosaic heading, "Books of names and biography." Connect the book discussed with current happenings or local conditions whenever possible. Publisher's advertisements are suggestive for such write-ups, but beware of leading your reader to believe that a mere touch of a button will find for him any information he desires. You have already found, have you not, that a good deal of straight thinking, to say nothing of study-acquired knowledge, is necessary to become a "universal question answerer"?

How are your patrons informed of serious library materials aside from recreational reading?

By what means do they learn of the existence of specific reference books and how to use them?

Examine your reference facilities critically and list any inconveniences which you can help to correct.

Suggest ways of making your reference section attractive and convenient.

See the following numbers of the *Wilson Bulletin* for pictures of reference sections and exhibits 4 399 (March 1930); 4 469 (May 1930); 5 117 (October 1930), 5 265 (December 1930); 5 383 (February 1931); 5 517, 522, 523, 532 (April 1931); 5 640, 649, 651, 653, 654 (June 1931); 6 58, 59, 63 (September 1931); 6 283 (December 1931); 6 417 (February 1932); 6 561 (April 1932); 6 699 (June 1932); 7 48 (September 1932); 7 161 (November 1932); 7 244 (December 1932), 7 454 (March 1933) A cartoon advocating self help in the library, "Find it yourself," may be seen on the back cover of the *Wilson Bulletin* for February 1929

SUGGESTED ACTIVITIES:

Select some useful reference tool which is neglected by library patrons and outline plans to bring it from obscurity.

Make a schedule of publicity for reference books for six weeks

Write general directions for finding information in books, stressing the use of the index and discrimination in choosing a significant word as a key.

Ask your friends and teachers to let you find answers to their questions and report the book and page to them later.

Seize every opportunity to use reference books in connection with other classes To do so may bring rewards in two subjects!

Volunteer to work as advance agent in the library for one of your teachers who will keep you posted previous to each new assignment With the librarian's help you can select pictures for the bulletin board and make bibliographies from which the teacher may select what she wishes the class to use

When you have completed your study of reference books, select the ones you would buy with a \$200 gift received the day after your uninsured school library was destroyed (school routine being resumed the second day after the calamity), or choose the most indispensable reference tools for a home library

RELATED WORK IN THE LIBRARY

Preparing bibliographies.

Making cards for the quick reference file.

Helping patrons (under specified conditions).

Read the following questions and analyze them thoughtfully. Decide what book would be most likely to give the best answer and write the title in the space. As each group of books is studied, look over this list to see if any of your questions can be answered. You can thus see how much you are learning, for what puzzles you now will seem simple after you have acquired a knowledge of the field of reference material.

Jot down questions to look up for your own information and keep a record of the sources of your information in your notebook. Students who display initiative and interest in this independent work should be given special recognition.

1. What is the Neanderthal man? Why so called?

2. Who was "Stonewall" Jackson? How did he get the name?

3. What was the object of "Coxey's Army"?

4. What is meant by "begging the question"?

5. Find the meaning of *in print*; *out of print*.

6. Are O. K. and okeh the same? What is the derivation?

7. When did Oklahoma become a state?

REFERENCE WORK

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8. Who is Edward F. Bernays?
9. What was the Teapot Dome affair?
10. Who was the inventor of the first steamboat?
11. What are pork barrel appropriations in Congress?
12. What is the relationship or distinction between the goddess Venus and Aphrodite?
13. What are the characteristics of Duncan Phyfe furniture? Why does it bear this name?
14. How can you make a hectograph?
15. What is the circumference of the earth at the equator? At the poles?
16. Who or what is the Old Lady of Threadneedle Street?

17. Where is the American Museum of Natural History?
18. What is the meaning of *sotto voce*?
19. What is the story of the opera "Carmen"?
20. Who is the artist of the painting, "Washington Crossing the Delaware"?
21. When was the existence of bacteria discovered?
22. What is the nature of the Florida Everglades?

DIRECTIONS FOR GROUP STUDY OF REFERENCE BOOKS

We will study related groups of reference material in more detail in order to gain familiarity with the whole field. A chart is to be made for most groups both to train your powers of judgment and observation in becoming acquainted with sources of information and to provide you with a convenient index to reference books which you may review frequently.

Examine the key parts of each book (Review "Printed Parts of a Book," on pages 33-5 of Chapter 3, THE BOOK. Knowledge of the *pattern* for all books is the basis for a knowledge of how to use specific books) together with one or more of your aids to the study of reference books and pick out the significant points to list in your chart. Copy the exact and complete title from the title page; it often explains the content of the book and in remembering it you have a mental index to the contents of the book. *Always read the preface* of your book and look for explanatory notes, directions for use, etc. Look up examples

of each type of information mentioned in the preface. Determine whether the book fulfills the claims made for it.

The date is significant in determining the scope and reliability of information. Distinguish whether the latest date given is a copyright for a revision, and, if so, whether all statistics and other information are as recent as the date of the book.

In noting scope, your table of contents is a good guide. If the main divisions are not too numerous, they may be copied. A note on the style and fullness of information would be a helpful reminder. You will wish to remember different points about the content and scope of each classification of books.

If the arrangement is alphabetical, notice whether letter by letter or word by word. Are there any supplements or appendixes of special information? Indicate chronological arrangement, tables, monographs, small topics, etc. Always mention indexes.

After making your chart you will probably look up topics in the books you have studied. Read your list of questions thoughtfully and decide by referring to your chart where the information would most probably be found. Write the names of the reference books you would consult in the space after each question. After you have done this, find your answers and fill in the page number, the entry word, the special division of the book, as "Gazetteer" of Webster's *New international dictionary*, or "Dictionary of political terms and institutions" in *Lincoln library*, and a note on how you found your information if thru an index, cross reference, etc. If the information itself may be given in a word or two it may be included; otherwise do not give the information at all. We are interested now in learning how to *find* information, not in acquiring a stock of isolated facts.

When you expect several questions to be answered by the same book you would save time to use the book for all before taking up a different book, rather than to proceed question by question, looking up each in all the places where you could find the information. Check the book which gives the best information. It is excellent practice to find the information in as many places as possible when time permits and you gain in this way a comparative idea of the books.

If a book in which you expected to find your topic does not yield the information, write *no information* instead of a page number and try to explain why the book disappointed you. If one of your questions on the dictionaries asks the date of Lindbergh's birth and you cannot find it in the copy of Webster's *New international dictionary* in the library, the reason will be evident when you notice that the copy of the dictionary owned by your library is the 1926 edition, whereas, he became famous in 1927. (The latest reprint of Webster's is 1930.) Careful attention to your chart will prevent such a hasty error as assuming that the dictionary does not give the information because you do not find it in the main body.

Do not be disconcerted by mistakes in the preliminary selection of the book in which to find the answer to your question. Only by analyzing the reasons for the error and correcting wrong impressions can you learn. Some mistakes are inevitable, however, for occasionally information is found or omitted in an unexpected place. Discrimination in the choice of a key word for which to look is necessary, of course. If the first thought does not uncover the information, perhaps it may be found under some other word. As in using the card catalog, a misspelled word may lead you to a blank wall.

While charting your books, you may make a typical question and answer it in the usual form. These may be asked orally at your class meeting and your classmates may suggest where they would look for the answers. Occas-

sionally you might write questions to cover the entire lesson and copy, omitting answers, so that you may exchange lists and work out a problem made by a classmate.

If the books listed in a particular unit are not found in your library, substitute those which the library owns and study them instead. General encyclopedias, dictionaries, and almanacs may answer for many specialized reference books if funds are limited. Old books which were authentic never entirely lose their usefulness. Find out and recognize limitations, but use the full resources of all the books in your library.

You cannot expect to remember detailed characteristics and arrangement of many reference books, but if you get each clearly in mind as you study it, you will remember that there is such a book and can soon review its peculiarities of use by glancing thru the preface and watching for special directions when you have occasion to consult it. Only by constant practice can you keep in mind the whole field of reference material in your library. The best way to do this is to use the library in every instance possible in connection with all your other class work and outside interests as well as in your library work.

Use your card catalog in finding information and in locating shelf books useful for reference. The *Standard catalog for high school libraries* will also be helpful in selecting these books because it is itself a selected list and because it gives an evaluating annotation for each book.

These preliminaries of study leading to the finding of information in libraries may seem a long way around Robin Hood's barn to you now, but in the end the long way 'round will be the shortest way home. Remember we are less interested in the information to be found than in learning how to find it. By methodical study and constant practice you may actually become "a universal question answerer" at least for yourself.

AIDS TO THE STUDY OF INDIVIDUAL REFERENCE BOOKS:

Brown, Zaidee. *Library key*. N.Y. Wilson, 1928.

Fay, Lucy E. and Eaton, Anne T. *Use of books and libraries* 3d ed rev Boston, Faxon, N.Y. 1928.

Graham, Bessie. *Bookman's manual; a guide to literature* 3d ed rev. and enl Bowker, 1928 635p

Hutchins, and others. *Guide to the use of books and libraries* N.Y. H. W. Wilson, 1928

Mudge, Isadore G. *New guide to reference books*. American Library Association. Use latest edition if possible.

Ward, Gilbert O. *Practical use of books and libraries* 5th ed. rev and enl Boston, Faxon, 1933. p. 38-91. Reference books.

Sample pages and advertising literature from publishers of reference books

Read the notes on each reference book in the aid you prefer to use, to call significant points to your attention in making your chart. Be careful to compare the date of the book in your library with the date of the book described. Sometimes editions vary so radically that a description of one would not apply at all to others.

ADDITIONAL PRACTICE MATERIAL MAY BE FOUND IN:

Fay and Eaton. *Use of books and libraries*.

Ingles, May and McCague, Anna. *Teaching the use of books and libraries*. N.Y. H. W. Wilson, 1930.

Rice. *Lessons on the use of books and libraries* N.Y. Rand McNally, 1920.

Scripture, Elizabeth and Greer, Margaret R. *Find it yourself*. N.Y. Wilson, 1927, or the appendix of *Library key*.

On a separate sheet list the most essential points in studying reference books and in making your charts and looking up questions. Look over and heed these directions before beginning each new unit.

Chapter 10

REFERENCE BOOKS: SECTION 1

ENCYCLOPEDIAS

Encyclopedia Americana

New International Encyclopedia

Encyclopædia Britannica

World Book Encyclopedia

Lincoln Library

Compton's Pictured Encyclopedia

Fill in call numbers for each of the above encyclopedias in your library and add the same information for any additional general encyclopedias you have. Read *Library key*, p. 29-34. Encyclopedias; and the discussion of encyclopedias in Mudge. *New guide to reference books* (p 34 in 1923 ed)

What is an encyclopedia?

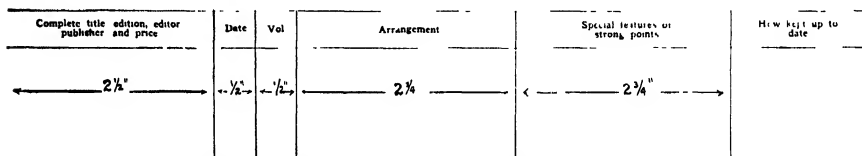
For what purposes are encyclopedias useful?

List the qualities of a good encyclopedia.

How may one learn whether a specific encyclopedia is reliable?

Carefully examine each of your encyclopedias (especially the prefaces) together with *Library key*, p. 33, publishers' prospectuses or advertising pamphlets, *Subscription books bulletin*, Mudge, Ward, Hutchins, or some other of the sources of information about reference books (See bibliography in "Directions for Group Study of Reference Books, pages 150-2, in Chapter 9, on REFERENCE WORK.). In reading about your reference books, check the date of the set in your library with the date of the edition described, for sometimes editions differ so radically that what is said about one edition would not apply to earlier or later editions.

ENCYCLOPEDIAS AND YEARBOOKS



On a sheet of note book paper draw a chart similar to the diagram.
The number of inches space to be left between lines is indicated.

In filling in your chart consider these points for each encyclopedia. Is the arrangement (body and index) alphabetical word by word or letter by letter? (Test by examining entries beginning *nw*, Newcastle, New England, newspapers, New York, etc.) Are many aspects of a subject collected as one entry, or scattered as individual articles thru the alphabet? (See architecture, library architecture, church architecture, Greek architecture, modern architecture.) Are sub-topics under a general topic indicated? (See United States.) Is an index necessary? When? Is an index included? Can you tell who wrote individual articles? How? Are there bibliographies? Are there illustrations? What kind? How may you find the one you want? Are there maps? Where? How may you locate the one you want? Are there special atlas volumes, supplements of more recent information, study guide, etc.? Is pronunciation indicated? For what age and type of reader would each encyclopedia be best? Which has been completely revised most recently?

As you examine the encyclopedias you may make questions, and after your chart is completed, exchange with another person and find answers to his questions, or your librarian may give you a problem

List with call number, complete title, date, and publisher, all your encyclopedias on special subjects as encyclopedias of history, science, music, etc. Include the "dictionaries" which emphasize encyclopedic information in addition to definitions, as *Harper's Dictionary of classical literature and antiquities*. The terms *encyclopedia* and *dictionary* are often loosely used in the titles of reference books.

CALL NUMBER	COMPLETE TITLE, PUBLISHER, AND DATE	NOTE ON CONTENT IF NOT EXPLAINED IN TITLE
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Would you choose an encyclopedia for your own use or would you prefer to spend its cost for individual books? Why?

Which encyclopedia do you prefer to use? Why?

Which would you select for first purchase for your school if there were no other encyclopedias in the library?

Which would you prefer as the only encyclopedia in your home?
Give reasons for each of your choices.

The *Encyclopedia Americana* and the *New international encyclopedia* are
supplemented by
Call number

Dates of volumes in library

Americana yearbook

New international yearbook

Add similar data for annual supplements or other means of keeping any others of the library's encyclopedias up to date.

Examine each carefully and add to your chart. In the *How kept up to date* column, list five subjects from each yearbook to which you might refer in connection with some of your studies or other interests. Under *Scope* explain the relation between the date on the back of each annual to the date of the information in the book. Also notice especially *Necrology* (Define), *Disasters*, and such topics as imports, music, literature, exploration, library science, education, etc. In what places may you find biographies, or dates of birth and death? After charting these yearbooks, make a problem or look up answers as before.

ADDITIONAL READING:

Independent 120.209+. March 31, 1928 Book everybody knows Floyd McKnight

Scholastic 13 8. January 5, 1929 AA-A1g1 Corey Ford

Wilson Bulletin 3 400, 407 December 1928 Revision of encyclopedias (Explains what a revision is and whether a new edition is worth what it costs in a particular library)

SUGGESTED ACTIVITIES.

Look up answers to *The world book man's question* (W F Quarrie & Co pam Free) or the question book on the *Lincoln library* (The Lincoln way The Frontier Press Co pam. Free) or similar questions published by other encyclopedias Try finding the same information in other encyclopedias

Write a review of one encyclopedia telling when and how to use it and bringing out the strong points. With the librarian's consent, post near the encyclopedias for the benefit of patrons.

Write a paragraph or a verse on "looking it up"

Thru the *Book review digest* or the *Readers' guide* locate reviews or articles about recently published or recently revised encyclopedias

Find out the names of some of the encyclopedias in the homes of your friends and see what the *Subscription books bulletin* says about them.

DICTIONARIES

LOCATION
IN LIBRARYCOPYRIGHT
DATE

PRICE

New Century dictionary and cyclopedia

Skeat. Concise etymological dictionary of the English language

Standard dictionary. Funk and Wagnalls new standard dictionary

Webster, Noah. New international dictionary of the English language

Winston simplified dictionary

Fill in call number and special location and copyright date for dictionaries in the above group which are found in your library. Read *Library key*, p. 26-8 The dictionary.

On a separate page, make a list of different types of information found in a dictionary.

Examine each dictionary (noticing preface and various explanations and directions for use) together with the marked sample pages and descriptive literature sent by publishers and your aids in studying reference books.

Besides the usual definitions, most dictionaries contain much encyclopedic information. On the chart show in what part (body, gazetteer, introductory pages, etc.) of the dictionary various information may be found.

DICTIONARIES

Dictionary			
Biographical names			
Literary characters			
Geographical names			
Abbreviations			
Foreign phrases			
Unusual and obsolete words			
Christian names			
Slang			
Illustrations			
Explanation of diacritical marks			
Explanation of abbreviations used in the dictionary			

(See also Ingles and McCague. *Teaching the use of books and libraries*. N.Y. H. W. Wilson, 1930 198p \$1.80 p 60, Chart showing arrangement and contents of Webster's New international and the New standard dictionaries.)

Describe the process of finding a word thru the help of the thumb index and guide words.

Examine the information given in one definition and chart the order of items in the various dictionaries. Copy the chart on a separate page to accommodate additional dictionaries. Look up the same word in all, for example, *ego*, and compare both the information given and the manner of giving.

ANALYSIS OF INFORMATION GIVEN IN A DEFINITION

Dictionary		
Order of meanings		
Location of etymology		
Explanation of abbreviations used in etymologies		
Location of derivatives		
Indication of pronunciation		
Key to pronunciation		
Location of synonyms and antonyms		
Indication of part of speech		
Indication of plural form		
Literary quotation illustrating use of word		

Define:
etymology

derivative

synonym

antonym

Usually meanings are given in historical order, that is, the oldest meanings first, or they may be given according to the frequency of use, the more popular meanings being listed first. Find out the practice in each dictionary. Notice this point in any etymological dictionaries you have occasion to consult.

What do these abbreviations used in definitions mean? Define unfamiliar terms.
AS.

R.

Archaeol.

Bib.

Obs.

L.

Sci.

a.

v. t.

v. i.

v.

vb. n.

adj.

adv.

suff.

conj.

inf.

n.

irreg.

opp

orig.

pl.

dial.

erron.

contr.

coll.

cf.

l. c.

var.

sing.

syn.

Where did you find out what these mean?

List the special features and strong points of each dictionary in your library.
New century dictionary and cyclopedia

Skeat. Concise etymological dictionary of the English language

Standard dictionary. Funk and Wagnalls new standard dictionary

Webster, Noah. New international dictionary of the English language

Winston simplified dictionary

Which do you prefer to use? Give your reasons.

List title and call number (and price if you wish) of all the circulating English dictionaries in your library.

CLASSIFICATION TITLE
NUMBER

PUBLISHER

What do we mean by *abridged* and *unabridged* dictionaries?

When would you prefer to use each?

List any etymological dictionaries in your library. Examine one and explain briefly how it differs from an ordinary dictionary, and when one would use it.

List all dictionaries in your library which deal with a restricted field as chemical terms, American politics, slang, etc. Do these supplement or condense the information in the unabridged dictionary?

CLASSIFICATION TITLE
NUMBER

DATE FIELD

List with call numbers your most useful handbooks of composition and writers' handbooks, as Woolley. *Handbook of composition*, or Manly and Ricket. *Writer's index of good form*. Give examples of the reference use of these books.

CLASSIFICATION AUTHOR
NUMBER

TITLE

ADDITIONAL READING:

Becker, May Lamberton. *Adventures in reading*. N.Y. Stokes, c1927. p. 230-43. The romance of words: The dictionary and other word-books as reading matter.
Mudge. *New guide to reference books*. (Introduction to study of dictionaries. p. 42-3 in 1923 ed.)
Encyclopaedia Britannica. *Dictionary*. (Also other encyclopedias)
Atlantic Monthly 133 782-91. April 1924. On dictionaries. Ernest Weckley. (A history of dictionaries. Shows the importance of *which dictionary*)
Bookman 67-141. April 1928. The greatest of dictionaries. Floyd McKnight. (Murray's New English dictionary)
Independent 120 209. March 31, 1928. Book everybody knows. Floyd McKnight

SUGGESTED ACTIVITIES:

If you have never made a thoro study of the dictionary before and have discovered previously unsuspected sources of information, write a paragraph on "Getting Acquainted with an Old Friend" or "Surprising Contents of Your Dictionary" to give your friends a hint of what they also may find in the dictionary.

Write briefly on how to find information in one unabridged dictionary in your library or on how to take care of the dictionary. (See *Wilson Bulletin* 5 464. March 1931. How to use a dictionary.)

If you would like to drill yourself in using the dictionary, the following will furnish clear explanations and exercises. Hopkins, Florence M. *Reference guides that should be known*. No 1. Webster's New International Dictionary. No 2. New Standard Dictionary. Rice. *Lessons on the use of books and libraries*. p. 15-28, 37-9, 59-67, 120-7. Wright, Thomas Goddard. *Exercises in the use of Webster's secondary school dictionary*. Boston, American Book Company, 1927. pain 16c.

Using some of the tests prepared by publishers of dictionaries, see whether you need to cultivate the dictionary habit to improve your pronunciation, spelling, or use of words.

Make a poster on which to place a new word daily to encourage patrons to use the dictionary. See *Wilson Bulletin* 7:378. February 1933. On bulletin boards.

SOCIOLOGY, EDUCATION, VOCATIONS, MANNERS
AND CUSTOMS

List any encyclopedias in your library (such as Bliss and Binder. *New encyclopedia of social reform*, or Monroe. *Cyclopedia of education*) which specialize in any of these fields. See the list of encyclopedias and dictionaries which you prepared.

CLASSIFICATION TITLE
NUMBER

DATE

List in the same manner a comprehensive text book on sociology which would be good for reference. Does it contain bibliographies?

On a separate page list any handbooks you have which give comparative data on schools. For each handbook tell what information is given about each school and how to use the handbook.

Describe your collection of college catalogs. How it is enlarged and kept up to date? Describe the mechanics of lending individual catalogs.

List call number, author, complete title, publisher and date for all published bibliographies and indexes for information about occupations.

On a separate page write a paragraph (or more) about sources of vocational information in your library. Be sure to tell where to find books describing various vocations, material in the information file, the books of bibliographies and indexes, and bibliographies prepared in the library, biographies and fiction dealing with persons in various fields of work, and pertinent books on the conduct of life in respect to work and a vocation.

Chart these books on customs and holidays, or others in your library dealing with the same subjects.

CLASSIFICATION
NUMBER

DATE

Eichler. Customs of mankind.

Hazeltine. Anniversaries and holidays.

Walsh. Curiosities of popular customs.

CUSTOMS AND HOLIDAYS

Title publisher price	Date	Content and scope	Arrangement and directions for use	Special feature	Typical question answered
← 2" →	← ½" →	← 2½" →	← 2" →	← 1½" →	

On a sheet of note book paper draw a chart similar to the diagram.
The number of inches space to be left between lines is indicated.

List some good sources for pictures (in specific books or magazines, or separate pictures) of costumes of various lands and times.

List four books which illustrate and describe customs and manners, and costumes in different countries and at different periods. (Examples: Traill, *Social England*; Seignobos, *Life on a medieval barony*; Lamprey, *In the days of the guild*; various geographical readers and books of travel)

CLASSIFICATION AUTHOR, TITLE, PUBLISHER AND DATE. COUNTRY AND TIME
NUMBER

What magazines contain especially good material on social life, manners and customs?

List and memorize classification numbers for the following subjects. You will notice that they are not all in 300.

Social theory

Clubs

Customs

Immigration

Education

Etiquet

Negroes

Vocations

Parties and games

Prisons

Colleges and
universities

Conduct of life

List the magazines in the library which contain information on subjects covered in this unit.

MAGAZINE

SUBJECTS

SUGGESTED ACTIVITIES:

Prepare a bibliography showing social life and customs and the mode of dressing in a country and period represented in a novel read in an English class (What books would furnish background for *Ivanhoe*, for *Pride and Prejudice*, etc.?)

Select pictures to be loaned this same English class for their bulletin board.

Make a similar bibliography and selection of pictures for a history class studying Napoleon, the Renaissance, etc.

Prepare a bulletin board and display of material on vocations. Pictures on the bulletin board might be portraits of persons who have contributed to world progress by their labor or photographs of persons engaged in different kinds of work. Either should have explanations typed on a small card to accompany each picture. Display all the types of aids in selecting a vocation. Distribute various bibliographies on vocations. Use a suitable quotation about work, etc. on each.

If sufficient material can be assembled for one vocation, use portraits of persons outstanding in the profession, pictures of persons engaged in various aspects of the work or showing the history of the profession on the bulletin board, with a display of books about the profession and by persons engaged in it. Such a project could be worked out for law, medicine, aviation, teaching, printing, home making, etc.

Prepare bulletin boards and book displays for special holidays. Always post a short explanation of the significance of the day. (Where will you find your information?)

Collect books on etiquette, conduct of life, personality, making friends, conversation, how to write personal letters and invitations, etc. for the browsing shelf. What caption will you use?

Make a bibliography of books that will help social chairmen of school clubs, of party books for the use of a hostess entertaining in her own home.

Make bibliographies about persons who have succeeded in certain occupations in which you are interested or which would interest classes in vocations.

THE STUDENT LIBRARY ASSISTANT
YEARBOOKS, STATISTICS, AND GOVERNMENT

CLASSIFICATION
NUMBER

American year book

Statesman's year-book

U. S. Bureau of the census. Abstract of the census

U. S. Bureau of foreign and domestic commerce. Statistical abstract
of the United States

World almanac

Add your state manual, the encyclopedia year books, and any other year books and books of statistics in your library.

Consult *Library key*, ch. 6. Reference books, and your other aids in the study of reference books while you examine each book and fill your chart.

The *Abstract of the census* and the *Statistical abstract* cover much the same ground with similarly constructed tables. The latter is issued annually and is a "digest of data collected by all statistical agencies of the government, some private agencies, and several states." The source for the statistics is listed after each table. There is one detailed table of contents for the whole book and an analytical subject index. For this reason as well as because of the recentness of figures it is more useful than the *Abstract of the census*, which is not indexed but has a very detailed table of contents for each section and which appears once in ten years. The complete abstract is not available for several years after the taking of the census. The supplement dealing with your own state should be very useful, however.

Use the *Statistical abstract* to answer these questions:

How many persons are employed in your chosen occupation now?

How many ten years ago?

What was the average price of sugar in 1900? 1920? 1930?

How many illiterate (Define) persons are there in your state?

How does your state compare with other states in this respect?

What was the excess of births over deaths in your state last year?

Consider these points about each reference book in making your chart. What government, organization, person, etc. vouches for the correctness of information and figures? Consult the preface and notice whether source of information is given at the beginning or end of tables. Is the arrangement by large or small subjects, classified, alphabetical, or miscellaneous? Is the use of an index necessary to find what you want? In indicating scope, write out the large sections of the table of contents if they are not too numerous. The more examples of different types of information you find for yourself, the better you will remember your books for future reference.

STATISTICS, YEARBOOKS, AND GOVERNMENT

Complete title, editor, publisher, price	Frequency	Content and scope	Arrangement and Directions for use	Special features	Typical Question Answered
← 2" →	← 1/2" →	← 2 1/4" →	← 2 1/4" →	← 1 1/4" →	

On a sheet of note paper draw a chart similar to the diagram
The number of inches space to be left between lines is indicated

List a shelf book which will answer the usual questions about the organization of
CLASSIFICATION AUTHOR TITLE PUBLISHER, DATE
NUMBER

United States government

State government in general

Government in your specific state

Local government

List similarly a good book for reference on parliamentary procedure

List any encyclopedias or dictionaries you have which pertain particularly to government and politics.

CLASSIFICATION COMPLETE TITLE AND EDITORS PUBLISHER DATE PRICE
NUMBER

List five folders of material in the information file on government and politics in the United States, foreign countries, your own state and local unit, political parties, etc.

What magazines in your library treat subjects related to politics and government?

Which newspapers give the most reliable information about government?

List and memorize the classification numbers for the following subjects:

Statistics	Government of your state
Government	Local government
United States government	Parliamentary procedure
Foreign government	

ADDITIONAL READING:

Rice Lessons in the use of books and libraries N.Y. Rand McNally, c1920 p 35-6
 Yearbooks, p 116-19, Government (Read this after making your chart and before
 selecting the various books and periodicals if you can.)
 American Magazine 111 63 May 1931 He can answer any question Boyden Sparkes.
 (A sketch about the editor of the *World almanac*)

SUGGESTED ACTIVITIES:

Make a complete bibliography of all the copies of the United States Constitution and your state constitution contained in books and pamphlets in your library for the quick reference file

Write a paragraph about the figures on occupations in the *Statistical abstract* and *Abstract of the census* and how to find them Send the clearest explanation written to the classes studying vocations or post on the library bulletin board

Which of the books you have just studied do you think is most indispensable? Defend your choice.

Chapter 11

REFERENCE BOOKS: SECTION 2

SCIENCE AND USEFUL ARTS

CLASSIFICATION
NUMBER

DATE

Hiscox, ed. Henley's twentieth century book of recipes,
formulas and processes

Hopkins, ed. Scientific American cyclopedia of formulas

Thompson, ed. Outline of science

Add any other reference books on science in your library

Why must one be especially particular in choosing books of science for reference?

Select a reference book or a shelf book useful in reference on each of the following topics. Consult your previously made lists of encyclopedias and dictionaries for any pertaining to science or useful arts and repeat them here

History of science

A comprehensive arithmetic, including commercial arithmetic

An astronomy which will identify stars and constellations at all seasons

A general book on physics

A general book on chemistry

A general geology and an aid in identifying rocks and fossils

A book or pamphlets on the weather

A book of natural history, animal life, or fauna

Bird guide

Books to identify butterflies, moths, and other insects

Shells

Fish

Frogs

Reptiles

Flower guide

Tree guide

History of invention

Book on first aid and on health

Books on agriculture, floriculture (Define), horticulture (Define), landscape gardening, animal husbandry

Radio

Aviation

A handbook of dietetics

A cook book

.

A book on food products, preferably a dictionary

A general book on interior decoration

A useful book on costume

A book on textiles and fabrics

List general reference books which contain material on science and useful arts and note the kinds of information given on the subject.

CLASSIFICATION
NUMBER

TITLE

KIND OF INFORMATION
ON SCIENCE AND USEFUL ARTS

List library magazines which deal with subjects included in the 500 and 600 classification

MAGAZINE

SUBJECT

List ten folders of material in the information file which supplements reference and shelf books in science and useful arts.

List five headings under which pictures are filed.

Memorize classification numbers for the following subjects:

General science	Biology	Aviation
Mathematics	Botany	Agriculture
Astronomy	Zoology	Home economics
Physics	Medicine	Business
Chemistry	Engineering	Manufactures
Geology	Radio	(Distinguish among biology, botany and zoology)

SUGGESTED ACTIVITIES:

Prepare a bibliography of books useful to any one class whose reference books fall within classes 500 or 600 (and perhaps overlap in 700).

Compile a list of books which would interest a boy who wants to be an engineer, aviator, or salesman.

Display collections of flower specimens made by botany classes together with the library books on flowers and floriculture.

Display books and pamphlets (especially government publications) on feeding the family, farm management, or any subject of interest to your patrons. Prepare a bibliography with prices, so that students may obtain any pamphlets which would be especially useful in their homes.

Use cactus or Japanese gardens in bowls or a well arranged vase of flowers to call attention to books and pamphlets on indoor gardens and flower arrangement.

Prepare reading lists of biographies of chemists, naturalists, farmers, inventors, etc. which would interest various groups of students in your school.

Make a list of animal stories or of horse or dog stories alone.

Make a reading list of books of literary value on subjects of science and nature such as the works of Beebe, Muir, Burroughs and such collections as *Science in literature*, edited by Frederick Hauk Law. See the *Science booklists* of the American Association for the Advancement of Science.

ART

CLASSIFICATION
NUMBER

DATE

Reinach Apollo

Write a paragraph explaining what *Apollo* is and giving directions for using it. Head your note with complete title, author's name, publisher, etc.

List a book in your library which treats more fully each of these subjects

History of art

How to appreciate art

Architecture

Sculpture

Principles of design and color

Famous pictures

In what reference books may you find biographies of artists?

What encyclopedia is especially strong in the field of art?

How may you find prints of paintings, sculpture, and architecture in the picture file?

List the magazines in the library which deal with any phase of art.

Memorize the classification numbers for:

History of art

Drawing

Photography

Architecture

Painting

Amusements

Sculpture

SUGGESTED ACTIVITIES:

Prepare a bulletin board showing the work of American artists. Display books on American art, on individual artists represented, and on how to enjoy pictures.

Use pictures of the work of artists living or working in your state or region and portraits of the artists themselves with books about art in your state, about the artists, and about the places shown in the pictures.

Select pictures of Gothic cathedrals to lend a class studying medieval history.

Prepare a bibliography of Greek architecture for a class in ancient history and select pictures to illustrate.

Make a list of books in the library on lettering, for the use of poster makers and art students.

Prepare a bulletin board of pictures of statues of Greek and Roman gods and display books on sculpture, history of art, and mythology.

Borrow some of the tools, utensils, and materials used in photography and display with books on the subject. The bulletin board could be made attractive with photographs loaned by the camera club or by individuals.

MUSIC

CLASSIFICATION
NUMBER

DATE

Elson. Music dictionary

Grove. Grove's dictionary of music and musicians

Krehbiel. Book of operas

Pratt. New encyclopedia of music and musicians

List books in your library which would serve as substitutes for any of the above which you do not have. Select a good book on each of the following topics.

Music appreciation

History of music

Operas

Orchestra and instruments

Biographies of musicians

In what general reference books can you find biographies of musicians?

Pronunciation of their names?

What general reference books contain articles on various musical instruments, on history of opera, oratorio, orchestra, etc.?

Can you find musical terms in any of your general reference books?

What magazines in your library deal with music?

Where can you find biographies of musicians and information on current musical events in the information file?

List five other folders of material on different aspects of music.

SUGGESTED ACTIVITIES:

If your library lends music of any sort, tell what types of music are in the collection, how it is cared for, and the regulations in regard to lending. If the charging process differs from that for ordinary books, describe it in detail.

Make a list of sources of information in the library about music schools.

Make a bibliography of books interesting to a student who wishes to continue study of the 'cello and whose goal is membership in one of the best symphony orchestras

Select books to display with the announcement that "The Barber of Seville" will be the opera broadcast on Saturday afternoon.

Select books and pictures to display with a poster advertising "The Mikado" for presentation as the annual school operetta (Perhaps these would include stories of the opera, books about Gilbert and Sullivan, and how to enjoy music, pictures of various singers and casts which have produced the opera, pictures showing Japanese costumes and Japanese life, and books about Japan.)

Make an annotated bibliography of reference books useful to a class in musical history and include a detailed explanation of the classification numbers for music

Prepare a list of readable biographies of musicians. These would no doubt interest the music club.

Write a descriptive annotation for one of your most general music reference books telling what it contains. Mention in particular: musical terms, history of music, music in various countries, plots of operas, criticisms of masterpieces of music, pronunciation of composers' names and titles of music, orchestral music and instruments, and modern music and musicians. A good annotation might be sent to music classes, posted in the library, or published in the school or library paper.

COLLECTIONS OF POETRY AND PROSE

CLASSIFICATION
NUMBER

Warner, Charles Dudley, and others. Library of the world's best literature, ancient and modern

Stevenson, Burton Egbert. Home book of verse, American and English, 1580-1918

———. Home book of modern verse

Stedman, Edmund Clarence, ed. American anthology, 1787-1900

———. Victorian anthology, 1837-1895

Add representative anthologies in your library to give a complete survey of English and American poetry and prose. (Define *anthology*)

In stating the scope and content of each book on your chart, mention: Poetry. Prose. Particular type of poetry or prose, as lyrics, oration, selections, etc. Nationality of authors. Period covered. In detailing arrangement notice whether it is chronological, alphabetical by author, divided according to literary form, by subject, period, etc. Mention author, title, subject, and first-line indexes and tell whether composite or separate. Notice all the special features of *Warner's library*, as the volume of poems, the dictionary of authors, study outline, etc.

COLLECTIONS OF POETRY AND PROSE

Complete title editor publisher price	Date	Vol	Content and scope	Arrangement and directions for use	Special features	Typical question answered
← 2' →	← 1/4' →	← 1/2' →	← 2 1/4' →	← 2 1/4' →	← 1 1/2' →	

On a sheet of note book paper draw a chart similar to the diagram. The number of inches space to be left between lines is indicated.

Select and list a few histories of literature as follows:

CLASSIFICATION NUMBER	AUTHOR OR EDITOR	TITLE	SCOPE
--------------------------	------------------	-------	-------

History of world literature

History of English literature

History of American literature

LITERARY HANDBOOKS

CLASSIFICATION
NUMBER

FILL IN COMPLETE TITLE AND SUBTITLE

DATE

Brewer, Ebenezer Cobham. Dictionary of phrase and fable

———. Reader's handbook

Gerwig. Crowell's handbook for readers and writers

Walsh, William Shepard. Handy book of curious information

———. Handy book of literary curiosities

———. Heroes and heroines of fiction, classical, mediaeval, legendary

Walsh, William Shepard. Heroes and heroines of fiction, modern prose and poetry

Add any other similar handbooks in your library.

Read Rice *Lessons on the use of books and libraries*, p. 137-8, and find explanations for the allusions given in exercise 2

These books contain miscellaneous information often difficult to find elsewhere. They are designed for ready reference to look up biographical, mythological or literary allusions, colloquial or proverbial phrases, curious facts, etc. met with in reading. Compare Brewer's *Historic notebook*, which is a similar compilation for historical allusions. Many of the books of this type duplicate each other, but each contains some things not found in any of the others, so if the first does not answer your question others should be used. The *Lincoln library* (See unit on "encyclopedias," pages 153-60 of Chapter 10, REFERENCE BOOKS: SECTION 1) contains much information of this type. The dictionaries and encyclopedias are fruitful sources in which to find explanations of literary, geographical, and biographical allusions, unusual words, etc. Notice the copy-right date of each of your handbooks. Do any contain recent material?

QUOTATIONS

CLASSIFICATION
NUMBER

DATE

Bartlett, John. Familiar quotations; a collection of passages, phrases, and proverbs traced to their sources in ancient and modern literature

Benham. Putnam's complete book of quotations, proverbs and household words.

Hoyt, Jehiel Keeler. Cyclopedia of practical quotations, English, Latin, and modern foreign languages

Add other books of quotations and any concordances in the library. If you have no separate concordance of the Bible, list any Bible which contains one.

What is a concordance?

How would one be made?

What are the uses of a concordance?

How does it differ from a general book of quotations?

In summarizing the scope of books of quotations notice which of the following are included: Poetry. Prose Bible. Shakespeare Latin. Other foreign languages. Sayings of noted persons. Popular expressions and proverbs. For

concordances explain whether all the works of the author are included or whether the concordance indexes certain of his works.

Mention whether the arrangement is by subject, author, language, etc. and the types of various indexes.

CONCORDANCES AND BOOKS OF QUOTATIONS

Complete title editor publisher price	Date	Content and scope	Arrangement and directions for use	Special features	Typical question answered
← 2" →	← 1" →	← 2 1/4" →	← 2 1/4" →	1 1/2" →	

On a sheet of note book paper draw a chart similar to the diagram. The number of inches space to be left between lines is indicated.

INDEXES TO LITERATURE

CLASSIFICATION

NUMBER

Granger, Edith. Index to poetry and recitations

———. Supplement to Granger's index (1919-1928)

See also Hazeltine. *Anniversaries and holidays*.

List all indexes to plays, short stories, songs, readings, and recitations in your library. (Did you make a list of all the books in the library entirely devoted to indexing other books and periodicals as suggested in "Printed Parts of a Book" in the Chapter 3, THE BOOK?) If you wish you may make a clean sweep and include indexes to portraits and illustrations, books on vocations, etc.

In making your chart, give under Content and Scope, the range of publication dates of books indexed; limitations of field indexed, as one-act plays, three-act plays, contemporary poetry, etc.; types of books indexed and whether magazines are included; and the approximate number of titles indexed.

Mention the fact if the index is kept up to date by supplements, new editions, or by any other means.

Under arrangement indicate whether full information is given in each entry or one only (and which one), the different types of indexes included, the use of abbreviations and symbols, and location of lists of books indexed.

Make a note of any special features as indexes of titles for holidays, illustrating certain vocations, etc.

Compare the numbers above with the classification for language, description and travel, and history of the same countries. Write the respective numbers for those classes below.

	American	English	German	French	Italian	Spanish	Latin	Greek
Language								
Travel								
History								

What is the number for collections on holidays?

For Shakespeare's plays?

Books about Shakespeare?

SUGGESTED ACTIVITIES:

Make an annotated bibliography of literary handbooks, books of quotations, and indexes to readings and recitations which would be useful to speech classes.

Make an annotated bibliography of indexes to plays and collections of plays for dramatics classes. Include also titles of specific collections of plays which would suit the peculiar needs of the moment, as plays for Armistice day, one-act plays, etc. Catalogs from publishers or from the drama loan service of your state university are very useful, as they often list non-royalty plays, plays requiring but one stage setting, etc.

Write a descriptive annotation of a reference book in literature together with directions for its use and take to your own class in literature when there would be immediate use for the book in connection with the subject studied.

Make a bibliography of plays, stories, poems, and readings suitable for Christmas programs in your school. Clip and mount Christmas poems appearing in newspapers and in magazines not kept for reference. Find your poems, plays, etc. in as many different books and magazines as possible so as to have a large number of copies to supply the demand.

Make a list of plays from which to select one for production by your club during Book Week.

Chapter 12

REFERENCE BOOKS: SECTION 3

HISTORY AND MYTHOLOGY

CLASSIFICATION
NUMBER

DATE

Brewer. Historic notebook

Harper's encyclopedia of United States history

Larned. New Larned history for ready reference

Peck. Harper's dictionary of classical literature and antiquities

Ploetz. Manual of universal history

Add reference books in history in your library which supplement or take the place of those listed.

HISTORY AND MYTHOLOGY

Complete title author publisher price	Date	Vol- umes	Content scope and style	Arrangement and directions for use	Special features	Typical question answered
← 2" →	← 1/2" →	← 1/2" →	← 2 1/2" →	← 2" →	← 1 1/2" →	

On a sheet of note book paper draw a chart similar to the diagram.
The number of inches space to be left between lines is indicated.

In charting the scope, mention the subjects covered, as biography, mythology, detached events, history of a country or movement, maps, etc.; countries covered; dates covered; whether the book is made up of selections from original sources or is a secondary authority; whether the articles are by various contributors and are signed, or all by one person; whether there are bibliographies; and, if possible, how the book was written or compiled.

Under arrangement, tell whether it is chronological or alphabetical, by large subjects or minor topics, whether there is an index, and what sort of cross references.

List selected circulating books which would be useful in answering reference questions in history in the following periods:

**CLASSIFICATION
NUMBER**

AUTHOR

TITLE

Ancient history

European history

United States history

Modern history, including European war

History of your own state

List compiler, title, and call numbers for source books dealing with the same periods and countries

CALL NUMBER	TITLE	COUNTRY AND PERIOD
-------------	-------	--------------------

List other reference books you have studied which can be used to answer reference questions dealing with history. (See Rice, *Lessons on the use of books and libraries*. N.Y. Rand McNally, c1920 p. 78-82)

CLASSIFICATION NUMBER	REFERENCE BOOK	KIND AND LOCATION OF HISTORICAL INFORMATION
--------------------------	----------------	--

What magazines in the library deal with history and current history?

List the headings for five folders of material in the information file on United States history:

On the history of your state:

What other reference books besides *Harper's dictionary of classical literature and antiquities* contain information on mythology? (See Rice. *Lessons on the use of books and libraries*, p. 55-6)

CLASSIFICATION
NUMBER

TITLE
(GREEK, ROMAN, EGYPTIAN, NORSE, INDIAN, ETC.)

KIND OF MYTHOLOGY

Add two or three circulating books to your list

Memorize the following classification numbers:

History	Discovery and exploration
---------	---------------------------

Ancient history	Colonial
-----------------	----------

Greece	Revolution
--------	------------

Rome	Constitutional period, 1789-1812
------	----------------------------------

Europe	Period 1812-1845
--------	------------------

Medieval Europe	Period 1845-61
-----------------	----------------

Modern Europe	Civil war
---------------	-----------

European war	1865-date
--------------	-----------

England	Your region
---------	-------------

Asia	Your state
------	------------

Africa

Analyze and account for these numbers:

North America	Mythology
---------------	-----------

Indians	Legends and folklore
---------	----------------------

United States

SUGGESTED ACTIVITIES:

Collect readable books of history, biography, fiction, and travel covering a certain historical period, as Roman life in the days of Caesar or pre-Revolutionary life in America, for the browsing corner. The bulletin board may show pictures of persons prominent in the history and literature of the times, pictures of the homes, costumes, etc.

Select one or two books for ready reference in history to call to the attention of literature classes as good sources in which to look up historical allusions in their reading.

Display readable history and fiction on the period of westward expansion in United States history. Many attractive pictures or a picture map illustrating this period may be found in the vertical file and posted on the bulletin board.

Write in call numbers or otherwise check the titles listed in *Historical fiction, and other reading references*, compiled by Hannah Logasa. Books dealing with any of the periods of history may be displayed in the browsing corner and pictures on related subjects may be used on the bulletin board.

Display books on mythology for reference and pleasure reading. A common mythological allusion, such as the *Midas touch*, *Scylla and Charybdis*, or *Pandora's box*, may be explained graphically or in question and answer form and posted on the bulletin board to attract patrons. A list of words derived from mythology, as tantalizing, hyacinth, narcissus, siren, vulcanize, mercurial, saturnine, jovial, martial, or python with the derivation explained may be posted. Use also pictures of mythological characters.

GEOGRAPHY

List with call number, location and size in inches, the atlases in the library.

CLASSIFICATION NUMBER	LOCATION	SIZE	TITLE.	EDITOR.	PUBLISHER.	DATE.	PRICE (IF YOU WISH)
--------------------------	----------	------	--------	---------	------------	-------	---------------------

Physical, political, and economic atlases

World

North America or United States

Your state or smaller unit

Historical atlases

Literary atlases

Other atlases

Chart each group or certain ones as your librarian directs Hopkins. *Reference guides that should be known.* No. 5, "Atlases, city directories, gazetteers" will help you in your study of these books.

ATLASES, GAZETTEERS, DIRECTORIES

Author, complete title, publisher, price	Date	Content and scope	Arrangement and directions for use	Special features	Typical question answered
←-----4-----→	←-1/8-→	←-----2 1/4-----→	←-----2 1/4-----→	←-----1 1/2-----→	

On a sheet of note book paper draw a chart similar to the diagram.
The number of inches space to be left between lines is indicated.

In noting the date of physical, political, and economic atlases consider: recentness of population figures; whether they are estimated or taken from the census; whether present political boundaries are shown. (How recent must an atlas of Europe be in order to show correct boundaries?)

In summarizing scope, state whether the atlas contains economic maps showing regional products; statistical maps showing relative increase and distribution of population; street maps of cities; information about railroads and automobile roads; what political divisions are shown, as countries, states, provinces, cantons, counties, etc.; the smallest towns included.

For historical atlases is the date an important index to the reliability of maps and figures? Why?

How would a present day cartographer (Define) prepare a map of ancient Greece?

In charting your historical atlases, answer the following questions about each: What countries are included? What periods of history? Are there any maps by contemporaries? Are there charts of battle fields, cities, buildings, etc.?

In charting literary atlases answer these questions for each: From what countries and periods of time are authors chosen? What type of literary selections are included (Epics, tales, novels, etc.)? Are there composite maps for the life and works of one author, as Shakespeare's London or the Dickens country? (Where did the cartographer obtain material from which to make the maps and charts?)

Find Oshkosh in the index of an atlas. On a separate sheet copy the location symbols and draw a diagram to illustrate the manner of using them to find a point on the map

What is an *atlas*? Why is it so called?

What is a gazetteer?

The most popular general gazetteer is *Lippincott's new gazetteer*, which includes information on countries, cities, towns, counties, islands, rivers, mountains, etc. of all the world. The scope is very broad, but information and statistics are not up to date. Ayer & son's *Directory of newspapers and periodicals* gives full gazetteer information for towns in which a newspaper of any sort is published.

The *World almanac* is replete with geographical tables. Where may you find gazetteer information in your dictionaries and encyclopedias? See also your reference books on statistics and government.

List all your general reference books which contain geographical information. Refer to your list of sources of geographic information and also to Rice, Ole S. *Lessons on the use of books and libraries*. N Y. Rand McNally, c1920. p. 57-8.

CLASSIFICATION NUMBER	TITLE	KIND AND LOCATION OF GEOGRAPHICAL INFORMATION
--------------------------	-------	--

List author, title, and call number of a few books in your library which contain description and pictures of present day United States, South America, Europe, and other countries which would be useful in reference.

CLASSIFICATION NUMBER	AUTHOR	TITLE	DATE	COUNTRY
--------------------------	--------	-------	------	---------

What magazines contain information of this type?

Suggest three reference questions which would be answered by using these books or magazines.

List books describing the natural resources and commercial products of the United States and other countries.

CLASSIFICATION NUMBER	AUTHOR	TITLE	DATE	COUNTRY
--------------------------	--------	-------	------	---------

List any books on natural resources, geology, manufactures, commerce, description and travel which deal specifically with your own state or region. Under what headings in the card catalog do you find them listed?

List the classification numbers for description and travel for each of the continents and important countries. Compare these numbers with the classification for the history, literature, and language of the same countries.

Where may you find maps in the information file?

List ten folders of geographical material about your state, the United States, and foreign countries.

Examine any directory for your city or state. Notice the section of residents of the city, the street and avenue guide, the business directory, and the type of miscellaneous information given. What directory partly takes the place of the city directory, especially in homes? Have you a map or street guide for your city? Add the directories to your chart.

SUGGESTED ACTIVITIES:

Draw a picture map or statistical map in connection with your English, history, civics, geography, etc. Later use it in the library as decoration or to call attention to related books.

Make a large diagram illustrating the use of guide symbols in locating a point on the map. Post near the atlases.

Make a bibliography of related geographical material in connection with a unit of history or the study of a work of literature.

Make a bibliography of geographical information and books on the manners and customs as shown in some particular book known to your patrons, as *Old Louisiana*, *Lone Cowboy*, or *Waterless Mountain*.

BIOGRAPHY

CLASSIFICATION
NUMBER

DATE _____

Dictionary of American biography

Living authors ; a book of biographies

Thomas, Joseph Universal pronouncing dictionary of biography and
mythology

United States Congress. Official congressional directory

Who's who

Who's who in America

Add other reference books of biography in your library.

Consult your list of reference books which include biographies. See also Rice *Lessons on the use of books and libraries* N.Y. Rand McNally, c1920. p. 74-7. List reference or circulating books of collective biography devoted to related groups, as actors, musicians, or engineers.

BIOGRAPHY

Complete title editor publisher price	Date	Frequency	Content scope and style	Arrangement and Directions for use	Special features	Typical question answered
2'	1/2'	1/2'	2 1/2'	2'	1 1/2'	

On sheet of note book paper draw a chart similar to the diagram.
The number of inches space to be left between lines is indicated

In examining these books in the usual manner preliminary to filling your chart, consider these points: What are the qualifications for including the biography of any one person? Are living persons included? Persons no longer living? What geographical restrictions are imposed? What restrictions of occupation or profession are observed? Is pronunciation indicated? (Where can you find pronunciation of proper names? Consult the list you are keeping.)

See page 184 of Chapter 11, REFERENCE BOOKS: SECTION 2 for *Warner's library*, which contains many biographies. Add to your biography chart.

What dictionaries contain biographical information?

For what persons do encyclopedias give biographies?

Explain the use of abbreviation in *Who's who* and *Who's who in America*

List shelf books of collective biographies of persons in these groups. Under what heading in the card catalog do you find each listed?

Writers :

Musicians :

Scientists :

Statesmen :

Artists :

Does your catalog have analytic cards for books of collective biography?

What other indexes to collections of biography are to be found in your library?

How may you find biographies in the information file?

What magazines contain biographical sketches?

Where may you find portraits of noted people?

Does your library have any indexes to portraits in books and magazines?

SUGGESTED ACTIVITIES.

Make a selected bibliography of magazine articles about any living person in whom your patrons are interested and about whom little is found in books

Post portraits of persons from your city, county, or state, whose biographies are included in *Who's who in America*, with a brief description of *Who's who in America* and the file of copies in the library, for patrons to examine. Copy one biography verbatim and underline abbreviations. Rewrite and spell out, underlining the words for which the abbreviations stand.

Prepare an annotated list of all the sources of biographies of writers, including modern authors, in your library and send to literature classes for their reference.

Make a list of biographies of people outstanding in some occupation, as farmers, teachers, social workers, dress designers, physicians, etc. Books on occupations as well as books of biography should be consulted.

Chapter 13

READING AND OWNING BOOKS

THE LIBRARIAN'S READING

We no longer hear the old cry "The librarian who reads is lost;" Edmund Lester Pearson says: "A librarian who does not read is hardly worth losing, and, moreover, must have very poor fun" The assistant who spends an hour in shelving ten books and surreptitiously reading snatches is not to be commended, of course, but the real librarian will find time to read whether such reading is a scheduled part of the library day or must be done after working hours.

Do you keep a record of your reading or of books you want to read? A very convenient and librarian-like manner of keeping notes of the things you want to read is to jot down author and title, or paste a clipped book note on 3 x 5 slips and file in a bibliography or recipe box (price 10c) by author or subject. When you have leisure, you can search the library catalog for call numbers, and then when you are in a mood to read can select several slips from your box and go immediately to the shelves for the books.

After reading a book, comments may be written on the slip and it may be filed in another section of your box, or you may prefer to copy the author, title, etc. in a notebook with your comments and the date read (accession record style). Wouldn't it be interesting to have such a record of the books you have read since you were a child?

What sort of books do you like to read?

Have you a hobby about which you like to read?

Do you read books on varied subjects?

What have you read on ethics?

Sociology

Nature

Science

Fine arts

Poetry

Essays

Humor

Travel

History

Biography

English fiction

French, Russian, German, Scandinavian and other foreign fiction

American fiction

What is the newest book you have read?

On what other subjects have you read within the last year?

The librarian's reading should be balanced (See *Wilson Bulletin* 3:685-7. June 1929. A librarian's reading. Evelyn S. Lease). Make a list of books you want to read which is varied in content but which may also emphasize your special interests. As you list each title it would be well to note your reason for selecting it to jog your memory about the book in case you have to wait some time to read it. These lists will help you make selections for yourself and other people.

A. L. A. School libraries section, Jean C. Roos, chairman. Recreational reading for young people. 1931. 50c

A. L. A. Booklist, a guide to the best new books. Monthly except July and August

A. L. A. Reading with a purpose. A series of reading courses on art, biography, fiction, history, language and literature, philosophy and religion, science, social and political science and useful arts. See catalog for titles

Becker, May Lambertson. Adventures in reading. (Written especially for high school people). N.Y. Stokes, c1927

———. Books as windows. N.Y. Stokes, c1929

———. A reader's guide book. N.Y. Holt, c1924

(All these books are chatty suggestions on good books to read. See also Mrs. Becker's column, "As One Reader to Another," in *The Scholastic Magazine*, and "Reader's Guide," in the *New York Herald Tribune Books*)

Drury, F. K. W. Novels too good to miss. 12 lists in 4 groups. H. W. Wilson. 15c a group, complete set, 35c

———. Viewpoints in modern drama. Chicago. A. L. A. 1925. 110p. pa. 85c

Felsenthal, Emma. Readable books in many subjects. Chicago, A. L. A. 1929. 32p. 40c

Horton, Marion. Viewpoints in essays. Chicago, A. L. A. 1922. 67p. pa. 60c

Lingenfelter, Mary Rebecca. Vocations in fiction. Chicago, A. L. A. 1932. mimeographed 35c

Logasa, Hannah. Biography in collections. N.Y. H. W. Wilson, c1933. 112p. pa. 90c

Logasa, Hannah. Historical fiction suitable for junior and senior high schools. Philadelphia, McKinley Publishing Company, 1927

National Council of Teachers of English. Committee on Home Reading. Books for home reading for high schools. 211 W. 68th st. Chicago, author, c1930. 111p. pa. 15c-20c

Rathbone, Josephine A. Viewpoints in travel. Chicago, A. L. A. 1919. 82p. pa. 60c

Standard catalog for public libraries, comp. by M. E. Sears. 8v. N.Y. H. W. Wilson, 1927-32. service basis

Biography, 2d ed. rev. and enl. 1927

Fiction, 3d ed. rev. and enl. comp. by Corinne Bacon, 1931. (Especially useful as it contains a subject index)

Fine arts, 1928.

History and travel, 1929

Literature and philology, 1931.

Philosophy, religion and general works, 1932.

Science and useful arts, 1931

Social sciences, 2d ed. rev. comp. by Corinne Bacon, 1927

(A new one volume edition will be ready in 1934)

Tappert, Katherine. Viewpoints in biography. Chicago, A. L. A. 1921. 69p. pa. 60c

Webb, Hanor A. The high school science library, 1910-24. Nashville, Tenn. George Peabody College for Teachers. pa. 25c. Annual supplements to date pams. 10c each

See also the A. L. A. catalog of publications, which includes many book mark reading lists which libraries may buy for distribution. Samples sent on request. The catalog of The H. W. Wilson Company also contains other interesting reading lists.

PERIODICALS:

Booklist. 29:243-4. April 1933. New books for young people, 1932. Book appraisal committee of the School libraries section of the American Library Association.

Good Housekeeping Magazine. Monthly feature article on books, by Emily Newell Blair.

Library Journal. 53:581-5. July 1928. New books for young people in their teens. Jean C. Roos.

Wilson Bulletin. 6:618-20. May 1932. Historical fiction; a selected list for high schools.

Margaret M. Schulze, Includes recent novels.

———, 6:634-6. May 1932. Mystery stories for boys and girls. Grace E. Kingsland.

Various state and city library bulletins, as the *Cleveland Open Shelf*, and *Wisconsin Library Bulletin* contain notes on new books.

Do you read book reviews? Why?

What is the *Book Review Digest*? (See *the Cataloging and indexing service of The H. W. Wilson Company*, advanced course, and Mudge. *Guide to reference books*, together with the *Book Review Digest* itself.)

How many of the book review periodicals indexed are found in your own library or public library?

What information useful in ordering and cataloging books is given for each title?

Examine the index of the *Book Review Digest* carefully and list its uses in reading guidance and book selection.

List all the newspapers and magazines which you know contain book reviews.

Do you prefer reviews written by high school people to those by professional critics? Why?

Where do you find the most interesting book reviews?

The most reliable?

Select one book for your reading list on the basis of information found in reviews. Can you recognize these written by the advertisers? Many publishers and booksellers distribute free or at small cost booklets containing reviews of their books. These are interesting and often reliable, but one could hardly expect an unfavorable report on a book in such circumstances and so should not depend too implicitly on these (or any other, for that matter) reviews. The publisher's "blurb" on the book jacket or in regular advertisements is necessarily enthusiastic and uncritical, though it too may be fair. The book reviews printed in some newspapers on the literary page are supplied by the publishers. Do you like to have the story told in a review?

What do you want to know about the book?

Do you prefer a reading list which gives only authors and titles, or would you rather have a short annotation of each book?

As you select the titles for your reading list, copy annotations for three. Give credit for the source of each. From examination of another book before reading it, write an annotation. Write an annotation for a third after reading it.

Your annotation should give author, full title, publisher, and date. It should be brief—from 30 to 100 words—compact, and contain no superfluous words, articles and unnecessary adjectives being omitted, and the subject of a sentence omitted if it would be the title of the book or equivalent words. The annotation should tell the subject and scope of the book, the qualifications of the author for writing it, method of treatment, and the type of reader who would be interested. Information given by the title is not repeated but misleading impressions should be corrected. The annotation should be positive rather than negative, descriptive rather than critical, and should avoid flowery expressions. The information is not to be given in any set order and many points must be covered in one sentence. It is not possible to give all the information about every book; the desirability of omitting points varies with the book and the audience for whom the annotation is intended.

By following the process of judging a book without reading it, one may obtain the information for the annotation. See also Fay, Lucy F. and Eaton, Anne T. *Instruction in the use of books and libraries* rev. 3d ed. Boston, Faxon, 1928. p. 195-206 General principles of selection

ANNOTATION FROM THE STANDARD CATALOG SUPPLEMENT

White, William C. *These Russians* 376p \$3 Scribner

These *pictures*² of *conditions in modern Russia*¹ are presented thru *sketches*³ of *Russian types*⁴; in Moscow, the housewife,² the professor,² the student,² the engineer,² the tutor,² etc.; in the provinces, the innkeeper,² the village doctor,² the shoemaker,² the music teacher,² the miller,² etc. *The author has lived for three years in Russia, both in Moscow and in the country.*⁴

¹ Subject

² Method of treatment

³ Scope

⁴ Qualifications of the author for writing the book

Is it evident from the note to whom the book would appeal?

Is this annotation critical or descriptive?

Can you say whether the book is authoritative?

The date is omitted here because the Standard Catalog Supplement is issued monthly and lists only recent books.

A book review is similar to the annotation except that it is not compressed and allows the critic more freedom in the expression of his own opinions. The writer of a review should identify himself more closely with the book, give himself over to the author for the time being, and after he has finished reading the book, decide whether or not the author has accomplished what he set out to do. In addition to the points suggested for an annotation, the reviewer usually discusses the strong and weak points of a book and compares it with similar books. In any case your annotation or review should be somewhat more revealing than

this recommendation of a book humorously written by President Lincoln for a book agent: "For those who like that kind of a book, that's the kind of a book they'll like." *

Choose a book you have read recently as the subject for your book review.

Additional help in writing a review may be obtained from Canby, Henry Seidel and others. *High school English*, Book One N.Y. Macmillan, c1932 484p p 130-4, Comment on books Becker, May Lamberton *Books as windows* p 250-65, Telling others about a novel. (This is addressed to club women and will help you in preparing reviews to give at your book club) Also consult books on journalistic writing for directions for writing book reviews. Book reviews by high school students may be read in *The Scholastic*

After reading one of the books from your lists and forming your own opinion, read all the reviews you can find and compare the opinions expressed with your own

* Sandburg, Carl. *Abraham Lincoln: the prairie years*. N.Y. Harcourt, c1926. 2v. v. 2, p. 297.

INTERESTING LIBRARY PATRONS IN READING

The first thing is to supply the books. If good ones are overlooked on the regular shelves, place them in a prominently located display case and train your patrons to glance over them when they come to the library. A chair in the browsing corner is an invitation to tarry. A few books may be placed on the charging desk or a single book displayed with the sign *Have You Read This?* It should be evident in all displays that the books are there for circulation, otherwise patrons may not presume to disarrange them.

Book jackets posted in the library, in the hall, or sent to class rooms for bulletin boards there (Roman life and fiction, Latin plays, word study books, etc. to Latin; lives of chemists, new developments in industry, books on chemistry in every day life to chemistry class rooms, etc.) will catch many eyes. If you want to save patrons the trouble of finding call numbers you might place them on the book jacket. Catalog cards may be displayed with or without the book jacket.

Every one likes to glance through lists of books and mentally select those he intends to read. Display printed lists which would appeal to your patrons. Again you may play the Samaritan and write in call numbers for books in the library. Original lists made in the library on subjects which appeal to patrons are also popular. Lists made in the library should look attractive as well as contain interesting books. They may be printed on book marks of colored paper with some decoration, or may be mimeographed or hectographed in the form of small leaflets with line drawings. More pretentious lists not made for distribution may be illustrated with clipped pictures or drawings and placed in attractive covers.

If the library is sufficiently staffed, advertise personal service aid in selecting books. A patron may ask for other books as good as *When Knighthood Was in Flower*, books on stamp collecting, or fiction and biography dealing with nurses. A list will be made for him and he will come to the library to get it later. All lists should be made in duplicate and the extra copy filed in the library for future reference. If one knows book selection aids well, he may help the patron find his books through them. Readers will be glad to help with this personal service by recommending books they have liked on certain subjects.

A short review or book note may be pasted in the front of new books. The blurb from the book jacket may be used or the note may be copied or clipped from some book selection aid or written by a librarian or patrons. Some libraries keep for the use of patrons, a file of student-written book notes on catalog cards in a special tray of the card catalog case. Book notes may be posted near a display of books or published in the library or school paper.

Special groups of books may be displayed in connection with special days or events, say ghost stories for Hallowe'en or books about your state or by natives on the anniversary of its admission to the Union. Special efforts to attract readers to books may be put forth during Book Week in November. (See library magazines for Book Week activities.)

H. H. Ballard says (*Library Journal* 54:528, June 15, 1929)
 "If folks don't read, there's jest one way to win 'em,
 First know your books, then tell your friends what's in 'em"

How can you do that in your library?

See, *Wilson Bulletin* 6 31-5 September 1932 Do college students read? Beatrice Young. (Devices for interesting readers). Logasa, Hannah *The high school library* N.Y. Appleton, 1928 p. 167-9 (Read the whole chapter if you have time) *Library Journal* 54:752-3, September 15, 1929. Keeping up with campus events il Gertrude M. Suess. (An agricultural college library displays material on vocations during annual

Educational Exposition. An exhibit worth copying) *Library Journal* 58.250-2 March 15, 1933. Voluntary reading by college students. P. O'Hara (Suggests methods of displaying books to interest readers.)

SUGGESTED ACTIVITIES:

Give examples from your own reading for each of the seven joys of reading described by Mary Wright Plummer in *The seven joys of reading*. H. W. Wilson, 1925. A series of book club programs might be built on this theme. At each meeting one or several persons might discuss books which give the joy of familiarity, the joy of shock, etc., and lead the general discussion (and disagreement) of the members.

Study your speed of reading and ways of improvement. By placing a mirror on one page of your book while you read the other, a person observing the mirror can tell you how many eye fixations per line you are making. Also find out how to read without damage to your eyes. Either of these topics may be written up for the benefit of your student body.

Invite persons outside your club to talk on their reading and book hobbies. The financial secretary of the school system may be a great reader of books on the Southwest, the mechanical drawing teacher may keep up with the best in architecture, or an English teacher may be devoted to plays. Any of them would probably be glad to discuss his reading with an interested group which makes him feel at home. Club members may also discuss groups of books as well as review individual books. Why not invite guests to your most interesting programs or repeat them in the auditorium?

Compile reading lists on subjects which will appeal to groups of your patrons. Suggested headings are listed in Logasa. *The high school library* p. 156-60; in some of the reading lists mentioned, especially *The high school science library*, the Viewpoints series, and *Books for home reading for high school*; and catalogs of library supplies. Display the books with a poster caption. Be careful not to create a demand which cannot be supplied. If the library collection is small make the caption inclusive so as to apply to a larger variety of books.

Make lists for special groups as the camera club, the biology club, writers' club, etc. A list of books by librarians (See issues of the *Library Journal* for biography of a librarian-author in each issue) or of fiction and biography dealing with librarians and library work would interest the student assistants. Select annotations from printed annotated lists.

Suggest books for certain of your friends and teachers. Ask the individual if he would like to read what you have selected to see whether you have chosen to suit his tastes.

Suggest books for the type of reader who waits until the day before his book report is due and comes to the library for the shortest book on the list.

Make reading lists in the form of "A simple story" told in book titles of Georgia writers (*Wilson Bulletin* 3.629 May 1929). Use any subject you choose for your titles as American novels, poetry, nature stories, biography, etc. In ferreting out titles and finding authors, readers will become interested in the books themselves.

Post a list of correct pronunciations of authors' names. (See Dilly Tante *Living authors*; *Wilson Bulletin* 3.389 (December, 1928); 3.579 (April 1929); 3.637 (May 1929); also your list of reference books which give pronunciation.)

Post a list of pseudonyms and real names. (See *Wilson Bulletin* 3.436-40 January 1929; *Lincoln Library*, p. 341-2; Marble, Mrs. Annie (Russell) *Pen names and personalities*. N.Y. Appleton, 1930. p. 233-43. Index of pen names.)

Report on the various commercial book clubs. American business book league, Book-of-the-month club, Catholic book club, Detective story club, Junior literary guild, Literary guild, Poetry clan, Religious book club, etc. See magazine articles and advertisements. *Library Journal* lists monthly selections.

Ask readers to hand in annotated titles for lists on certain subjects as: Books whose authors were under 21; School stories; Humor; Tall men in fiction; Happy homes in fiction. Reviews or book notes may be written on theme paper and filed in loose leaf note books or manila folders. The completed list may be published or posted, the name of the author of each note being appended.

Post a list of magazines in your library which contain reviews of books which would interest your patrons. Display the *Book Review Digest* with directions for its use.

Keep a check of the books read from a special group selected for the browsing corner by each assistant and see whose selection was most popular with patrons.

Prepare a home-made self service pamphlet rack such as described and illustrated in *Wilson Bulletin*. 7:176-7. November 1932, and 7:574. May 1933, to display reading lists which will appeal to your patrons

ADDITIONAL READING:

- Crawford, Claude C. Studying the major subjects. Los Angeles, University of Southern California, 1930. p. 1-37, Literature. (Concrete helps to enjoyment of all types of literature)
- Flexner, Jennie M. Circulation work in public libraries Chicago, A. L. A 1926 p. 214-16 (Discusses lists and bulletins, bulletin boards, posters and signs, book exhibits)
- Sanford, Anne P. and Schauffler, Robert H., eds. Magic of books. N.Y. Dodd, 1929.
- Shuman, Edwin L. How to judge a book. Boston, Houghton, 1910.
- Ward, Gilbert O. The practical use of books and libraries, 5th ed. Boston, Faxon, 1933. p. 153-73. How to read and study
- Public Libraries. 24:87-90. March 1919 Book annotation. A. E. Bostwick.
- Wilson Bulletin. 3:442-3. January 1929. How to read (Very good directions for improving the mechanics of reading)
- . 3:576. April 1929. The art of annotating. Hollis W. Hering.
- . 5:322-4. January 1931. Advice on books; a picture of Emily Newell Blair at work. Frances Ullman.
- . 4:455. May 1920. After graduation William F. Yust (Read books from the public library)
- . 6:172, 182. May Lamberton Becker.
- . 7:418-22. March 1933. May Lamberton Becker. Howard Haycraft.
- National Association of Book Publishers, 347 Fifth Avenue, New York City. Manual of suggestions for Book Week programs (Libraries requested to send 25c for mailing expenses)
- National Society for the Prevention of Blindness, Inc 450 Seventh Ave New York
- Book mark for juniors \$1 per 100. Sample free
- Care of the eyes, by Shirley W. Wynne, M.D. 8p 5c
- Lighting the home for health and happiness, by Winifred Hathaway 8p 5c
- Take care of your eyes. leaflet. 75c per 100 Sample on request

ILLUSTRATIONS SHOWING DISPLAYS OF BOOKS AND BOOK JACKETS

- Library Journal. 54:752-3. September 15, 1929. Keeping up with campus events Gertrude M. Suess. il. (Special exhibit of vocational guidance books)
- Library Journal. 54:1015-17. December 15, 1929 The spirit of Christmas in your library. il. Mildred Olhmer Peterson (a Christmas tree with book jacket ornaments and a book exhibit) p. 1018 in same issue. Ft. Wayne's Christmas exhibit il. Mary E. Rossell (The methods of exhibiting books described may be used for Book Week or other occasions)
- Library Journal. 56:852. October 15, 1932 il (Miniature house of cardboard covered with book jackets)
- Wilson Bulletin. 6:137 October 1931 il (A window display of books, *Travels from An Easy Chair*, with strings reaching from books to map)
- . 6:281. December 1931. il. On a cork wall (Photograph of a display of book jackets. Watch the *Short Cuts* section for new ideas)
- . 6:294 December 1931. A simple Christmas book display. il.
- . 7:107. October 1932 The highway marked books il
- . 7:110 October 1932 Books from everywhere il
- . 7:116 October 1932. An effective book week display il
- . 7:118. October 1932 A well-designed bulletin board il
- . 7:130 October 1932. Book jacket house. il
- . 7:454. March 1933. Exhibit of Wilson publications and new books at the Drexel Institute (Philadelphia) library.

See also Chapter 8, FUGITIVE MATERIAL AND LIBRARY PUBLICITY, pages 127-36, also catalogs of library supplies.

THE LIBRARY IN THE HOME

Every librarian wishes to have a personal library in his home, and even though there may be room for few books in his apartment or only a small sum for their purchase, he can still have his desire. A few favorite books; text books used by various members of the family and saved for reference (to answer such questions as how to find the amount of wall paper needed for the dining room, or whether Mary Tudor was Mary, Queen of Scots); pamphlets, clippings and pictures filed in a large magazine such as the *Ladies' Home Journal*, and indexed with subject or letter tabs extending along the side of the magazine; all, neatly arranged in home made book shelves, can give as much satisfaction as a millionaire's collection of incunabula (Can you define?) housed in a specially designed room.

What kind of private library would you like to possess?

Would you rather buy books you have never read or books you have read and liked well enough to reread?

Would you prefer an encyclopedia or its price for fiction, travel, biography, etc.? Why?

Do you like books in sets?

Would you like to make a collection of books on any particular subject?

Would you care for book collecting as a hobby?

What would you collect?

Are you interested more in rare books and books as works of art, or in books clearly printed and well bound for ease in reading?

See what these people have to tell you about books in the home:

- Dana, John Cotton. The pleasant art of getting your own library; with a buying list of books that will encourage the reading family to read what they like best. Public Library, Newark, N.J. 1929. 25p. pa. 5c
- Hawley, Mrs. Zoe G. The home library; how to build it and to use it. The Clubwoman. p. 12, 29. August 1930; also *Parents' Magazine* 5 19+. October 1930.
- Phelps, William Lyon. A private library all your own. 347 Fifth Avenue, N.Y. National Association of Book Publishers, leaflet. free
- Taussig, Charles William and Meyer, Theodore Arthur. The book of hobbies, or a guide to happiness. N.Y. Minton, Balch, c1924. p. 151-87. Book collecting.

In buying books a knowledge of editions, prices, and methods of book distribution will help you choose wisely and get the most for your money. Many attractive reprint editions of standard or recent popular books are now issued; the titles selected are usually books which have had a successful sale and which publishers feel may reach a new public at reduced prices. Second hand books and publishers' remainders are often offered at great reduction in price, but one must know books well and steel himself against buying simply because the price is cheap or he is likely to waste money rather than save. Before buying in this way one should read reviews of the book, examine the book (at the public library if you are buying from a catalog), and find out the condition of the copy offered for sale and whether a revised or a cheaper edition is to be published soon. Try to deduce the reasons for its being offered at a bargain price and see whether these reasons affect its usefulness to you. Sets of books, illustrated books, and expensive editions can often be purchased to advantage as remainders or second hand.

Likewise, buying books from agents should be cautiously done. Some good sets are sold in that way, but all should be closely scrutinized and investigated before ordering.

INFORMATION USEFUL IN BUYING BOOKS.

American Library Association. Subscription books bulletin. Quarterly

Lists books sold by agents and advises for or against purchase. Mudge. *Guide to reference books* lists standard reference works in all fields. If the books you are considering are not listed you should seriously question their value. The American Library Association will advise you without charge concerning any book you do not find listed.

Brown. Library key, p. 53-6. Buying and owning books. N.Y. H. W. Wilson Co. 1928

Fay, Lucy E. and Eaton, Anne T. Instruction in the use of books and libraries. 3d ed. rev. Boston, Faxon, 1928. p. 402-3. Where to buy; p. 403-4. What not to buy; p. 195-206. General principles of selection.

Fitzroy. Illustrated editions of high school classics. Chicago, A. L. A. 1930. p. 1-3. Publishers' series (Describes illustrated series priced to \$2.00)

Logasa, Hannah. The high school library. N.Y. Appleton, 1928. p. 55-7

Rice, Ole S. Lessons on the use of books and libraries. N.Y. Rand McNally, c1920. p. 149-53. Editions; p. 154-6. Selection of books; p. 158. Home libraries.

Ward, Gilbert O. The practical use of books and libraries, 5th ed. Boston, Faxon, 1933. p. 136-52. Sources of information about books; book buying.

LISTS OF INEXPENSIVE EDITIONS:

- American Library Association. Guide to inexpensive series. Chicago, Author, 1931. 6p. 15c (Reprinted from the *Booklist* for August, 1931) "Describes and characterizes more than 50 series priced at \$1.00 or less"
- American Library Association. Book buying committee. Carl L Cannon, Chairman Replacement list of fiction. Chicago, A. L. A., 1933. 77p multigraphed pa 75c p. 71-7. Reprints and publishers' series.
- Library Journal. 54:709-12. September 1, 1929. Books by the best of writers on many interesting subjects. John Cotton Dana. (American and English reprints and series at \$1.00 or less, with a topical index to subjects of books)
- Logasa. The high school library, p. 57-8 (Evaluates some inexpensive series)
- Standard catalog for high school libraries Evaluations of numerous series precedes the fiction section.

How would you select new titles for your own library?

What considerations as to print, paper, and binding would you make?

To what aids and services in book selection do you have access?

Where can you find the price and publisher for books you wish to purchase?

Living where you do, name companies from whom you can buy.

Can individuals expect discounts from list price? Why?

How would you arrange your books to enable you to find what you want readily? (You wouldn't want to put classification marks on the covers, but if you wish you can classify them roughly by the Dewey decimal system and write

the number on the inside front cover. Would you care for artistically lettered subject shelf labels?)

What arrangement would be most satisfactory to the whole family?

Will you keep all the books together or have a book shelf in each bedroom to hold the occupant's own books?

How deep should book shelves be?	How far apart?	How
high?	Describe the type you prefer.	

ADDITIONAL READING:

Encyclopædia Britannica Bookplates; Book collecting (Also other encyclopedias) (See also the list of illustrations of bookplates in the Chapter 14, on THE LIBRARY CLUB
Becker, May Lamberton. Adventures in reading. N.Y. Stokes, c1927. p. 1-11. Your bookshelf.

Sanford, Anne P and Schauffler, Robert H., eds Magic of books. N.Y. Dodd, 1929.
American magazine. 107:29. June 1929. My greatest discovery. Albert Payson Terhune.
Good Housekeeping. 83:95. August 1926 (Home bulletin boards)
Libraries 35:246-7. June 1930. College dormitory or chapter house library E F Lewis,
comp

Woman's Home Companion. 53:91-2 April 1926 (Home bulletin board)
World's work. 58:70-3. January 1929 This business of books A E. Newton (Collecting rare books)

SUGGESTED ACTIVITIES:

Choose \$50 worth of books for your home library and \$20 worth each six months for the next two years. If you prefer, you may spend a larger lump sum, but not before it has accumulated on this basis. Take into consideration the needs and interests of all the family and the books you already have.

What reference books would be useful in your home? See what your list would cost. Substitute text books you already own, government publications, files of magazines you have saved (ask the publishers to send the index, if there is one, with your subscription, if you intend to preserve the magazines for reference use), and free pamphlets wherever possible and see how much you can reduce the cost.

Describe your personal library and its arrangement for use by all the family, or tell about your ideal library.

Visit a book store and observe how the books are grouped on the shelves.

Invite the owner or a salesman from a book store to talk to your class or club about buying books or about the methods of book distribution.

Write the name of each inexpensive series on a separate slip with the publisher at the top. Arrange by publisher and send for catalogs for each series. (Where can you find publishers' addresses?) Display these catalogs with examples of the editions and series as a Book Week exhibit or before Christmas when people are interested in books as gifts. An exhibit of reprints and inexpensive editions, weighing 108 pounds may be borrowed from the American Library Association for the cost of transportation both ways. A local bookstore might be willing to co-operate with the exhibit

Choose book gifts for your family for \$10. Choose gift books for two friends.

Design a book plate for your private library. (See *School Arts Magazine* 26:288, January 1927. Bookplates. B. M. Wadsworth, and 27.86-8 October 1927. Fun of bookplates V. Johnson; *Independent* 119:603-5, December 17, 1927. Bookplates and their vanities Vincent Starrett; *Mentor*. 16.63, March 1928. Romance of bookplates. See list of illustrations of book plates in Chapter 14, on THE LIBRARY CLUB, page 233)

Investigate the processes of book distribution and the profession of bookselling. See the bibliography on bookselling in Chapter 15, on LIBRARIANSHIP AND OTHER BOOKISH OCCUPATIONS.

Read and write a review or annotation for *Sunwise turn*, by Madge Jennison. This is an interesting account of an unusual book shop established in New York by two women.

Make attractive covers of paper or cloth for useful books in your library which have worn or soiled bindings (You might be interested in knowing how a decorator did this, even though wondering why any one should care only for the backs of their books See Post, Emily. *The personality of a house*. N.Y. Funk, 1930 p. 438-9)

Invite a book collector to talk to your club or class and find out the attractions of his hobby.

Select a book for the library as a gift from your group Why not also earn a book for your own library?

Visit some noteworthy private libraries if their owners care to invite you.

Collect pamphlets, clippings, and pictures which will be of use to the members of your family in school or business. If your collection outgrows the makeshift magazine file, a wooden vertical file purchased second-hand or a card board transfer case will be an inexpensive container If a file does not look well in your room it may be concealed behind a screen or covered by a table throw. Don't conceal it so thoroly as to make the contents difficult of access, however A collection of individual libraries of fugitive material made for home use by the members of your group would make an interesting exhibit

Investigate standard budgets for families of average income and see how much is allowed for books and magazines.

Consult books on interior decoration on the value of use of books in furnishing a home. Collect pictures showing books in the home.

Find drawings and specifications for constructing book shelves and book cases

Design book ends to be used in your living room or bed room

Select a home library to cost not more than \$200 for a family of five: Father, 45, a teller in the bank, whose hobby is fishing; Mother, 43, an amateur pianist of some ability; Mary, 17, planning to follow a home economics course at the state university; John, 15, of mechanical bent and a good tennis player; James, 11, struggling with "Gogeryf" and shining in nature study in 6B We must suppose that their home was destroyed in a recent fire or cyclone; otherwise they would probably have already more books than they can afford to buy now Assemble and exhibit this library with a description of the family who are to use it If you do not care for this particular family create one more to your liking.

Choose ten books for the library of a child eight years or younger What favorites of your own are you including?

Chapter 14

THE LIBRARY CLUB

The library club may be composed of student assistants receiving credit for daily work, volunteer workers who give an hour or so per week to helping in the library, home room representatives organized to co-operate between the library and the student body, or students who enjoy reading good books and find the librarian a congenial advisor for a book club.

In selecting membership for a library club, it is well to have requirements which will exclude lazy or uninterested people who seek only the honor of being pictured in a club and adding another activity after their names in the school yearbook, at the same time failing to exert themselves to give any service to the library, school, or club. All members should appear promptly for required work, attend all club meetings, serve faithfully on chosen committees, and take part in the programs. The constitution should provide for the expulsion of members who fail to attend meetings or who will not take part in the work or programs. The number in the club should also be specified, thirty being the usual limit. Larger clubs may be divided into sections.

Officers especially should be chosen with care. If they are elected at the end of the year and start planning immediately for the next year, the club can get started again sooner when school opens. In planning the constitution, the club should decide whether the officers will serve short terms and thus allow more members to hold office, or whether there will be less interrupted administrations with longer terms, or officers privileged to hold more than one term. The president should be an older member of the club who is experienced in the work and who has participated successfully in various club activities.

Before nominations are made each of the retiring officers should review the work accomplished during his term and should explain in detail the duties pertaining to his office. Members who have already so many other activities that they would not have time to perform the duties of the office or who would not be interested in doing the work required, should decline nominations. The nominees chosen might be called upon to state the program they propose to carry out if elected to office. The voting members can then cast their ballots for the nominees they believe will do the best work.

The type of club will determine the activities and programs. If the membership is of student assistants who receive credit for their work and have a regular class period during the school day for instruction, the club would probably prefer a program emphasizing social activities by way of contrast. The volunteer workers would spend a large part of their time doing library work and learning new processes, while the activities of the council of home room representatives would vary from acting to curb over-dues and book losses to reviewing books and making lists to stimulate reading. In any of the clubs, alternate meetings may be concerned with library work and discussion of books read for enjoyment.

Whatever the type of club and activities, the program for the entire term should be made in advance and distributed to the club members. Each person can then see when he is to have charge of a program and can be ready at the date indicated.

An effective way for a library service club to work is to divide its membership into committees, allowing each person to choose the committee on which he prefers to work. Second and third choices should be made by each person so that all committees may be filled without over-crowding the most popular.

A list of some committees and the type of work they may do is given. The members of the committee are not necessarily the only persons engaged in their work, but they should be responsible for seeing that it is done. The New Books group should not selfishly set aside all the new books to be read and reviewed by themselves, but it is their responsibility to know what the new books are and to have some member read each and hand his review to the committee. Likewise the Room Committee will accept and make the most of any flowers, plants, or decorations given the library as well as those brought by themselves.

EXECUTIVE COMMITTEE:

The president, vice-president, secretary, treasurer, chairman of the program committee, and chairman of the correspondence committee should meet with the club advisor and decide on club policies and activities. This group should recommend requirements for club membership not specified in the constitution, see that new members are recruited to take the places of graduates, and pass on any cases of absence from meetings and failures to perform library duties which might be sufficient cause for dropping an individual from the club.

PROGRAM COMMITTEE:

The vice-president or an appointed or volunteer chairman may take charge of this group whose duty it is to see that good programs are provided for each meeting and to assign members to take part. A semester program on one large topic is more interesting than unrelated programs. An assistant's club might choose *Library Work* as the topic for the year with individual meetings devoted to: Survey of qualifications of library workers and opportunities in the profession; The librarian of the public library; Children's librarian; School librarian; The hospital librarian; Reference work, The university librarian; etc.

The program committee or chairman may select one person to have charge of each meeting and this person may invite an outside speaker, may assign talks to members of the club, assign readings or recitations, coach playlets, or himself take part in the program in addition to acting as master of ceremonies after the president has conducted the business meeting. The program committee may stipulate the manner of answering roll call at each meeting. If the program is on the work of the children's librarian, each member may be asked to name a children's librarian or the title of a child's book; if on the manufacture of modern books, each may answer with the name of a part of the physical or printed book, as section, super, dedication, or glossary. Club programs for a season might easily be developed from the suggestions in the chapters on THE BOOK, PERIODICALS AND PERIODICAL INDEXES, FUGITIVE MATERIAL AND LIBRARY PUBLICITY, READING AND OWNING BOOKS, and LIBRARIANSHIP AND OTHER BOOKISH OCCUPATIONS.

The person in charge of a meeting should be careful to make the program fit the time allowed it, taking care that each speaker knows how long he may talk, and providing enough speakers and entertainment to fill but not crowd the time.

CORRESPONDENCE COMMITTEE:

The chairman of this committee may be the secretary, but if his duties are already heavy or he is not interested in writing letters to other clubs, it is better

to have an interested member volunteer. Most clubs enjoy corresponding with other clubs and exchanging ideas on club activities, library service, and high school life. Letters may be written clubs described or pictured in library or school journals (Look in the index of *Wilson Bulletin* under *Illustrations* to locate school library photographs, or look up articles about school libraries and library clubs in the *Readers' Guide*.) or your librarian may give you addresses. Book clubs may find correspondents by writing May Lamberton Becker, 155 East 44th St. New York, who conducts a column for book clubs in *The Scholastic*.

Names of young people in foreign countries may be obtained from International Friendship League, Edna MacDonough, Secretary, 603 Boylston Street, Boston. The registration fee is fifty cents for ten names chosen from sixty-one countries.

Your letters should be approved by your librarian before mailing, and the first letter to a club should be sent in care of the librarian or club sponsor to insure its delivery. You will not receive a reply to every letter sent for all clubs are not interested in writing and some you address may have disbanded, but if your letter is very interesting and specific you are more likely to receive a reply than if you stolidly express a wish to "correspond."

Tell the other club how your club is organized, what are its aims, what it has done this year, the subject of your season's programs, the size and type of your high school, the nature of your city and section of the country. Ask their advice in solving problems in your library. Perhaps they could tell you about plants which would thrive even in the dry air of a library, or they may have worked out a scheme you could borrow to reform students who forget to return books promptly, or can recommend good books and magazines on radio or for exciting reading. You might send a copy of your club year book, library book plate, clippings about your club and library, picture of your school, snapshot of your club or library, library handbook, or booklets about your town procured from the Chamber of Commerce. However, your first letter should not be too long, and you should save details until you find out that the other club is interested in hearing from you.

After you have become better acquainted, you might compile and send a list of fiction, literature, biography, and travel which accurately pictures life in your state and section, or a list of books by authors of your state. Perhaps you would like to send as a gift a book about your locality or by an illustrious writer of your city or state. You will also find it interesting to exchange booklists for collateral or recreational reading.

The correspondence committee may invite clubs from neighboring schools for a special meeting with your club or arrange for your club to make field trips to other libraries, and may assist in making a collection of book plates. They may arrange for individual members of their club to write to individuals in the other club if they wish. A copy of each letter sent and all letters received by the committee should be kept by the chairman and filed in the library for use by his successors.

ROOM COMMITTEE

This committee may assume full care of plants and flowers, watering, transplanting, fertilizing, and pruning plants, arranging vases of flowers and keeping fresh water on them, and making a schedule for members who volunteer to bring flowers or plants for the library. They collect posters and other decorative material and assist in changing decorations and in arranging decorations for special occasions, as extra flowers at Open House and tree and holly at Christmas.

They keep their eyes open for ways to make the library more inviting and make suggestions as to the most convenient arrangements of furniture and books. And they do not neglect necessary dusting and cleaning of desks, shelves, etc., the care of which is not assigned to the janitor.

LIBRARY PROCEDURE COMMITTEE

This committee may be headed by the president or its duties may be included with those of the Executive Committee. Its purpose is the interpretation of the library to the student body and the adjustment of library rules to fit student needs. They may suggest for the consideration of the librarian points of library policy which she may be willing to adopt. For example, various students may have remarked to members of the committee that they would like to take magazines to read at their leisure outside of school hours. With the librarian's approval, the committee may provide help in placing the magazines in stronger covers, may prepare charging cards, collect large envelopes to use for protecting a magazine taken from the library, and announce that magazines may be taken for over-night use on the same terms as reserve books. On the other hand, there may be no one to prepare magazines for circulation, or back numbers may be bound, in which case there should not be excessive wear on current issues, so the committee will announce that magazines must be used in the library in order to preserve them for reference use and will explain the reference value of magazines and why it is expensive or impossible to replace them.

This committee will assist in encouraging a cooperative and appreciative attitude toward the library on the part of library patrons, and will help the librarian with instruction in the use of the library by such means as assisting in open house for new students, furnishing well prepared speakers for home room talks on using the school library, writing directions for using the catalog and reference books, etc., taking part in auditorium programs concerning the library, etc.

The committee may call students who are absent more than three days and inquire if they would like a club member to return any library books they may have out or to bring them reading during convalescence. The club member nearest the absentee should act as his messenger. Find out whether there is danger of transmission of contagious diseases through the books.

NEW BOOKS COMMITTEE

The group will visit the library frequently to look over new books added. All books which would interest students should be reviewed. The notes may be published in the school paper, in the library paper if there is one, posted on a bulletin board reserved for book notes, pasted on a front fly leaf of the book, or filed in a special tray of the card catalog set aside for students' comments on books.

The committee itself will read books and write notes or reviews and ask all members of the club and patrons to turn in signed notes. Some suggestions for writing book reviews and annotations may be found in Chapter 13, on READING AND OWNING BOOKS, page 214. Notes for books which have not been read may be selected from the *Book Review Digest*, *Booklist*, etc. The committee should see that new reference books are reviewed with directions for their use. See the student written reviews in *The Scholastic*.

EXHIBIT AND BULLETIN BOARD COMMITTEE

This group may assist the librarian in making a calendar of displays and in obtaining material through writing letters and by borrowing exhibit material from individuals and classes in school and residents of the town. They may also edit the day's news by posting clippings as described in Campbell, Gladys and Thomas, Russell. *Magazines and newspapers of today*. N.Y. Harcourt, 1929. p. 186-8. They may study the principles of arranging bulletin boards and exhibits under the direction of the art teacher or librarian and may arrange the displays and provide placards. They should be on the alert to discover and obtain good local material and should be dependable in returning borrowed articles promptly. Suggestions for this group will be found in Chapter 8, FUGITIVE MATERIAL AND LIBRARY PUBLICITY, and in Chapter 13, READING AND OWNING BOOKS.

ART COMMITTEE

These people should be members willing to give a reasonable amount of their time to making signs, cartoons, and posters for the library. They may keep a list of names of other club members and students outside the club who like to do work of this sort and ask them to help with art work for the library. This committee may also assist and advise the Room and Exhibit committees.

RADIO COMMITTEE

By reading radio magazines and advance announcements of programs, this committee may select worth while programs to which their patrons may wish to listen outside of school hours. A special section of the bulletin board may be reserved for advance announcement of selected programs and lists of books, the reading of which will help the listener better to understand or enjoy the program, or books in which interest would be stimulated by the program.

If the Chicago symphony orchestra is scheduled to broadcast, the official name of the orchestra, name of conductor, date, hour, stations, and program should be posted. Books and magazine articles chosen for listing or display would explain the organization of a symphony orchestra, picture the instruments, explain the numbers played and give information about composers, and give a history of the Chicago orchestra, a summary of the season's programs, and something about the conductor.

If the Martin Johnsons are to be interviewed, make a list of books and magazine articles by them, supplemented by other books on Africa in the library, so that listeners may read more about wild life in Africa after becoming interested thru the program. Pictures of the performers may be posted with announcements. A browsing corner of books on radio and radio performers may be advertised by pictures of performers and important persons in radio posted on the bulletin board. *Wilson Bulletin*. 6:550-2. April 1932 Education by radio and library co-operation, by Alice Keith, Broadcasting director, American School of the Air, gives suggestions for school programs.

PUBLIC LIBRARY COMMITTEE

A member of the group should call on the librarian each week for announcements of public library services to high school students, new books, etc. and should cooperate with the librarian in training high school people to use the library properly by publishing public library rules, services to schools, and recommendations to students.

If the public library is accustomed to lend books to the high school library, the committee may select books to borrow for the browsing corner and may act as messengers to borrow or return books if the library is near the school. This committee may make arrangements with the public library to deliver and return public library books for public library patrons who are unable to go to the library themselves.

SCRAP BOOK COMMITTEE

Every library will want a record of its accomplishments. This group should clip all references to the library in the city and school papers (including the name of the paper and date with each clipping) and should save all publications of the library for its scrap book. Helpful suggestions for making a library scrap book may be had through the School Libraries Section, American Library Association, 520 North Michigan Ave. Chicago. You will probably want to borrow some of the scrap books from the American Library Association before making your own; they are lent without charge except that the borrower pays transportation. It is well to make two scrap books and keep one available in the library for visitors, new students, teachers, and your principal and superintendent.

This committee should also be active in helping collect all school publications as a permanent record in the library. These would include a complete file of the newspaper, yearbooks, magazine, etc.; programs for commencements, plays, entertainments, conferences; athletic schedules, etc. Such a file of material is invaluable for reference in later years.

PHOTOGRAPHY COMMITTEE

If possible, these people should be successful amateur photographers who can take pictures of the library, bulletin boards and exhibits, snap shots of the library club, etc. for the library scrap books, school year book or publicity uses. If group pictures are to be taken by a commercial photographer, the committee may notify members, collect fees, etc. The Scrap Book and Photography committees must consult with the treasurer, Executive Committee, and club advisor for methods of financing projects.

PUBLICITY

The chairman of this group sees that notes of club meetings are written for the school paper and directs publicity about the library. If the library publishes its own paper, the staff may take charge of all publicity. The chapter on FUGITIVE MATERIAL AND LIBRARY PUBLICITY, pages 127-36, offers suggested activities for this committee.

MAGAZINE COMMITTEE

This group assigns certain magazines for review to club members and asks patrons for notes on interesting articles. A monthly annotated list of magazine articles is posted near the current magazines. See *The Scholastic* for student-written notes on magazine articles.

The Committee may obtain from students or townspeople, gifts of back numbers of magazines to fill in gaps in the file of magazines saved for reference or of other magazines to be clipped for the information or picture file or for students' notebooks. They may help in the preparation of magazines for circulation or in clipping magazines for the information and picture files. See the chapter on PERIODICALS AND PERIODICAL INDEXES, pages 81-8.

FUGITIVE MATERIAL COMMITTEE

It is the duty of this group to advertise the information and picture file service, the college catalogs, and any folders of pictures from which students may select for notebooks. They also collect pamphlets, pictures, and clippings for the library and may assist in preparing them for library use. A special group may take charge of the college catalogs. Chapter 8, FUGITIVE MATERIAL AND LIBRARY PUBLICITY, should help this group.

TYPING COMMITTEE

This group should consist of typists and persons in touch with typists outside the club who are willing to do typing for the club and library in their spare time. They might also assume responsibility for preparing the club yearbook, which should contain the constitution, the duties of standing committees, dates and programs for meetings, and a directory of members. By learning how to arrange the pages to fall in order in folding a section of a book, four pages may be mimeographed or typed on one sheet of ordinary paper and the sections can be stapled or sewed together, having a mimeographed cover decoration and title.

CLUB PROJECTS

Many of the activities suggested for committees may be performed by the whole club. Other large projects for the club or for committees are listed.

Help your librarian make a set of slides, a movie, or write and produce a play to be used in library instruction. See

Library Journal. 57:133. February 1, 1932. Library instruction by film. Margaret A. Downing (Making and using a film in John Hay High School, Cleveland)

Wilson Bulletin. 6:694-700. June 1932. A visual method of library instruction. il. Mrs. R. G. Keith. (Describes the making and use of slides in a Detroit school)

The following films may be obtained:

American Library Association, 520 N. Michigan Ave. Chicago. Boys, girls and books in the modern school library. A still film to be shown in standard film stereopticon or S. V. E. Pictorial Projector. Film and projector may be rented for \$5.00, including transportation. The film may be purchased for \$2 00 from the Society for Visual Education, 327 S. La Salle Street, Chicago.

T. A. Bagshaw, 1425 Williams Street, Denver, Colorado. Scholarly procedure in the library. Motion picture made at the University of Denver. One reel, (200 feet) 16mm. to be used with Model A Kodascope Rental \$1.00, including mailing.

John Hay High School Library, Cleveland, Ohio. Library instruction at John Hay High School. Motion picture, 2 reels (580 feet) 16mm. Rental \$5.00 plus transportation charges one way.

An original play showing procedure in the library may be written by librarian or students and presented in the auditorium or before smaller groups. See also *Library Journal*. 53:314. April 1, 1928. Library plays, compiled by Marjorie Zinkie, for titles of a few such plays.

Hold open house in the library and conduct small groups for tours of inspection. This project may be a part of orientation week for freshmen, may be part of Book Week celebration or the annual school exhibit, or may be in the form of a tea for teachers. Special exhibits may be prepared or not according to the occasion. The following are accounts of open house which may be suggestive for adaptation.

Library Journal. 52:353-4. April 1, 1927. Open house at Earlham College Library. Ruby E. Condiff.

Library Journal. 54:752-3. September 15, 1929. Keeping up with campus events. il. Gertrude M. Suess. (Open house and exhibit of material on vocations)

Public Libraries. 30:278-9. March 1925. A faculty browse Margaret E. Weaver and Ruth M. Wheat.

Sponsor a series of book talks open to the student body. Each meeting may be devoted to one kind of books as Adventure and travel, Poetry, Outdoor life, Modern novels, etc. The talks may be given by club members or outside speakers. Fill the book truck with the books to be mentioned and have a student assistant charge them to any of the audience who wish to take them after the program.

Hold a Hobby Fair in the library. Students may exhibit their handicraft or photographs illustrating their hobbies, and prizes may be given for the best

exhibits and themes describing hobbies. Be sure to prepare book lists for followers of various hobbies, and to include among the subjects for themes, "How the library helps me ride my hobby." A picture of such a display in Boys High School Library, Brooklyn, N.Y. can be seen in *Wilson Bulletin*. 7:185. November 1932. See Chapter 6 on PERIODICALS AND PERIODICAL INDEXES, pages 86-7, for directions for a Magazine Fair.

Collect book plates from other libraries and from individuals. The Correspondence Committee can be of much assistance here. If the library does not have a bookplate of its own or a special bookplate for gifts, sponsor a competition to select a design. Read about bookplates in the encyclopedias, in books, and magazines. Pictures of library bookplates may be seen in the following issues of the *Wilson Bulletin*: 6:508 (March 1932); 6:640, 642 (May 1932); 6:711 (June 1932); 7:47 (September 1932); 7:260 (December 1932); 7:386, 388 (February 1933). See also catalogs of library supplies.

Act as library aids for your home room teachers or the teacher of your favorite subject. Each member of the club may choose a teacher to whom to offer his services as a messenger to and from the library. One person from each class may be selected to act as library contact officer, in which case they might form a club of their own.

Engage in approved projects to earn money for club expenses or for gifts to the library. Would it give you pleasure to present to the library a large globe, a display case, bulletin board, plants, vases for flowers, pictures, posters, or books? Perhaps some members of the club can make a new piece of library equipment under the direction of the manual arts teacher.

FIELD TRIPS

When visiting a library or taking any field trip it is well to jot down in advance the points you especially wish to observe. You might even take your paper with you and fill in facts and figures which might otherwise slip from your memory. Be sure to compare notes on problems being worked out in your library and to observe special features for which the other library has built a reputation. The manual training department of your school may have signified its willingness to build a display case to library specifications, and naturally you will want to observe display cases in other libraries and perhaps borrow ideas for your own. The library you are visiting may have a reputation for perfect order and library atmosphere and you will want to find out the reasons for this attitude among students.

Below are some points worth noticing in visits to other schools. Names and enrollment should be obtained from an educational directory before taking the trip. Jot down also the particular points on which your library wishes information in connection with present problems.

Name and location of school:

Name of librarian:

Library club:

Officers or member of club:

Activities of club:

Size and type of school:

Annual appropriation for library:

Location of library:

Seating capacity:

Number of volumes:

Number of magazines received:

Character of library attendance:

Location of charging desk, catalog, reference section, work room:

Arrangement of furniture and books for convenience and comfort:

Decoration and appearance of library:

Lending privileges for books and magazines

Handling reserve books:

Special services:

Points on which our library wishes information or comparison:

Permission for the trip should be obtained from your librarian and principal, and from the librarian of the library you wish to visit. Exact time for the visit should be arranged with the club entertaining. Your hosts should be given an expression of your gratitude for the visit both at the time and in the form of a note sent by the club at the next meeting.

SOCIAL MEETINGS

For social meetings party books will contain many suggestions for games and contests. See also *Wilson Bulletin*. 7:537-45. May 1929. Enriching the library lesson. Compiled under the direction of Miriam Herron. Literary guessing contests may be found in party books or you may make your own. Some library games are suggested below.

As each person arrives, pin the name of a reference book on his back and let him guess what it is from the conversation of his neighbors about what can be found in the book. When he guesses the book he may have the slip removed. Instead of the title of a reference book, names of authors, illustrators, publishers, or classification numbers may be used.

Clip pictures of book characters found in advertisements or old catalogs and let the contestants guess the name of the character, title of the book, and author. The longest and most nearly correct list compiled in a given time is the winner.

Dictate or have mimeographed a list of fairly well known book characters and have contestants supply title and author of book in which each appears. See also Book puzzles (Edith L. Ruddock) in *Wilson Bulletin* 7:559-60. May 1933

Select a long word bearing some relation to the library as *encyclopedia*, *compendium*, or *charging desk* and see who will make the longest list of words from its letters in five minutes

Pass out slips containing rather well-known book titles. Each person is to state some incident in the words of a character and answer questions until his title is guessed.

Find partners by matching names of related objects in the library. For example: Pink card—Reserve book; *Readers' guide*—Reference table. For the humorous touch give some partners which occasionally stray apart as: Paste brush—Paste jar well; Brush eraser—Typewriter desk; Scissors—Mending kit. One might find partners by matching subject and classification number as 598.2—Birds.

Prepare a list of pied book titles and offer a prize to the contestant who puts the greatest number in order. Such a list may be found in *Wilson Bulletin*. 6:133. October 1931. A contest for Book Week. Cordelia Smith, or you can easily make many more. To expedite solving in a short time, the author of each pied title may be given in parenthesis.

A list of book characters may be matched with a separate list of pied titles of the books in which they appear.

Have a treasure hunt among the library shelves if the club meets when the library is closed. See the *Wilson Bulletin*. 7:260-1. December 1932 for a description of such a party at the New Rochelle (N.Y.) Public Library. Christmas gifts may be distributed in this way, or pictures of appropriate (?) gifts may be concealed in the books.

Read the following hidden title stories slowly and let the contestants write the titles they can catch or prepare a copy for each person omitting any distinguishing marks in the titles.

Libraries. 31:326-7. July 1926. A library vacation (Poem)

Wilson Bulletin. 3:629. May 1929. "A simple story" told in book titles of Georgia writers.

—5:252-3. December 1930. A book travelogue. Louise S. Partenhimer. Simpler stories from which the titles may be selected in less than ten minutes may

be prepared in similar manner. It is just as much fun to dictate ten or fifteen book titles and see what kind of story each person can weave about them in as many sentences.

Number and post or pass around the group, pictures of authors from which the names have been clipped. Each contestant writes the name of the author opposite the correct number in his list of those given on the pictures. See *Wilson Bulletin*. 5:128-9. October 1930. Let's play "authors," and 5:320-1. January 1931. Let's play "authors" again, for such a contest. Pictures of musicians, artists, or prominent people of today may be used instead of writers.

HUMOROUS READINGS ABOUT LIBRARY WORK OR USING THE LIBRARY:

- Libraries. 31:328. July 1926. L'Envoi for the librarian (apologies to Kipling)
 Library Journal. 56:225. March 1, 1931. Hymn of a reveler (poem) Stephen Vincent Benét
 Wilson Bulletin. 3:448. January 1929. ("sardonic verses" beginning
 "See the forest on those hills
 Destined for the paper mills!")
 —. 3:677. June 1929. The librarian laughs. (Jokes from Cleveland Public Library)
 —. 4:399. April 1930. On the return of a book (loaned to a friend) (Parody)
 —. 4:447-8+. May 1930 The high school library of the future. Anela Poray (Dialogue)
 —. 5:73-4. September 1930 "Publishers jabberwock." Milton Gross.
 —. 5:315 January 1931. Kaleidoscope. Rosella West. (Poem) (A rush in the children's room)
 —. 5:332-3 January 1931. Jabberwock verses on publishers. Helen Haines
 —. 5:334-5. January 1931 Book marks we have met (poem) Mrs. Bessie Warner.
 —. 5:337. January 1931. The praise of an ideal circulation assistant (with all due apologies to the author of Proverbs 31). Hilda Bridge
 —. 6:279+. December 1931. The card catalog bogey. Ruth Miller (Sufferings of a patron attempting to use the card catalog)
 —. 6:573-5. April 1932. Fearful results Maxine Block (A nightmare resulting from study for a librarian's examination)
 —. 7:103. October 1932. A page of verse. (See particularly "Library Lessons")
 —. 7:640. June 1933. "Passing the time away." Hilda P. Beem (poem).

See also the *Gaylord Triangle* (Gaylord Bros Inc., Syracuse, N.Y. Free to library workers, for jokes to cheer the day's work)

READINGS FOR LIBRARY CLUBS:

- Galvin, Eileen and Walker, M. Eugenia Assemblies for junior and senior high schools. N.Y. Professional and Technical Press, 1929. \$3.25 (Contains suggestions for programs. The library club can adapt those given for various subjects, notably English)
 McKown, Harry C. Assembly and auditorium activities. N.Y. Macmillan, 1930. (Contains many plans for programs which can be adapted to the needs of a library club.)
 McKown, Harry C. School clubs; their organization, administration, supervision, and activities N.Y. Macmillan, c1929. \$2.50. p 124-6. Library clubs.
 Meyer, Harold T. A handbook of extra curricular activities in the high school. N.Y. A. S. Barnes & Co c1926. \$4.00 (Many specific suggestions for programs and activities. Bibliographies No library club, but various activities suggested are applicable.)
 Oak Park, Illinois. Oak Park and River Forest township high school. Our high school clubs. N.Y. Macmillan, 1928. \$1.25 (Members of the English 5 class of Oak Park high school describe all the clubs in their school. There is no library club, but you can borrow ideas from the others)
 Robert, Joseph Thomas. Primer of parliamentary law for schools, colleges, clubs, fraternities, etc. Garden City, N.Y. Doubleday Doran, 1900. \$1.00 (An aid in conducting a meeting)
 Stern, Renée Bernd. Club making and management. N.Y. Rand, 1925. \$1.50 (Very helpful in organizing a club)

- Wilson, Martha, comp. School library experience. N.Y. H. W. Wilson, 1925. 350p. \$2.25. p. 113-19. What one student library council does for its library. Jessie F. Brainerd. Also in *Public Libraries* 25 413-15 July 1920. (Originally organized to conduct a book drive, the club has since helped with library duties to the extent of keeping the library open during the illness of the librarian. Constitution of the club, the Students' Library Council of Hackensack (New Jersey) high school, is included)
- Libraries. 34:463-6. March 1929. Pupil participation in the handling of overdue and fine notices. May Ingles. (How home room representatives solve the problem in Omaha Technical High School)
- , 35:163-4. April 1930. Student assistant in a high school library E P. Hess. (This librarian finds her senior helpers very valuable. They give their services one period daily and attend a weekly lecture Mondays from 4 p.m. to 5 p.m.)
- Library Journal. 49:371-2. April 15, 1924. Student assistants in a high school library. Edith A. King. (These helpers in Jackson, Michigan, High School spend an hour daily working in the library and attend class once a week. The club holds parties, dinners, and an annual reunion attended by at least fifty of the one hundred and fifty former members)
- , 55:729-30. September 15, 1930. Student council and the library H M Lancefield. (This court of library offenders takes care of discipline, overdues, and library offences)
- , 57:288. March 15, 1932. Student council library committee (A successful monitor system of taking care of library discipline and publicity in Lakewood, Ohio, high school)
- , 57:417-20. May 1, 1932. Work of student assistants in college libraries. Mary Elizabeth Downey. (Describes duties performed by paid student help Will interest people who wish to earn part of their college expenses by working in the library)
- Scholastic. As one reader to another. (Column for high school book clubs and readers conducted by May Lamberton Becker in each issue, beginning in November, 1930 In one issue each month Mrs Becker answers questions about clubs and the column in the other issue of the month is devoted to a discussion of books. Her booklet, *Let's Have a Book Club*, may be obtained without charge from *The Scholastic* (Editorial and Advertising Offices, 155 East 44th St. New York) or from Mrs Becker (114 Morning-side Drive, New York) who will also answer questions)
- Wilson Bulletin. 5:41-3 September 1930 Library club and the reserve book problem. Elizabeth Cameron Whiteman. (How students in Evanston, Illinois, high school serve as library assistants and room librarians)
- , 6:566-71. April 1932. Student service groups Ethel M Feagley (Very fertile in suggestions for programs and activities of library clubs)

Chapter 15

LIBRARIANSHIP AND OTHER BOOKISH OCCUPATIONS

Before deciding on any vocation it is wise to find out as much as possible concerning the nature of the work, the personal, physical and educational requirements for workers, and the financial remuneration and personal satisfaction to be derived from the occupation. The individual may then analyze his personal tastes, ability, educational background, health, and financial situation and match them with the requirements of the occupation.

If you wish seriously to consider library work as a profession, it would be well to read the professional library periodicals and otherwise make a survey of the situation at the time you enter college. Obtain the opinions of various librarians as to the probable openings and the most promising fields at the time you will have completed your training. Accurate and up to date information may be had at any time by writing to the American Library Association, 520 North Michigan Avenue, Chicago. Altho the demand for librarians is very small now (1933), as the demand for workers in practically all fields is extremely limited, good librarians are *needed* and will probably be employed when public and private organizations again have funds to pay salaries.

It is not too early to begin in high school to lay a foundation for further education and to build a background for the chosen vocation. The librarian should have a broad general education including literature, social science, physical sciences, and languages. Since the typewriter is used very much, skill should be acquired in high school. A knowledge of the fundamentals of bookkeeping will be helpful in figuring budgets and keeping records. Acquaintance with mechanical and architectural drawing will enable the librarian to read blue prints and to work intelligently with the architect in planning a building. These subjects also develop a sense of order, exactness, and neatness, which are useful attributes for the librarian. Art and home economics training can be employed in making the library attractive, and in arranging exhibits. Composition and journalism build a foundation for writing book notes and library publicity, and public speaking develops the librarian's personality and helps him in representing the library to the community thru formal speeches. Printing gives an understanding of the physical book. Debate develops ability in research.

If your school allows students to assist in the library, such privilege is invaluable to show the person interested in library work what some parts of the work are really like. Every course in school can contribute directly to the qualifications of the librarian, either as part of his professional or technical ability or as an addition to his general knowledge which will help him understand, interpret, and fulfill the requests for information from all types of patrons. Above all, the young person interested in library work should read widely and choose his books well, for no librarian ever knew too much about books.

By deferring a decision as to the specific line of work to be chosen until ready for professional or technical training, a broad course may be followed which will allow the person to turn to a related field he finds more to his liking or for which he is better suited, or to choose the field of library work in which the most advantageous positions are being offered at the time he expects to begin work. The student must be familiar with the requirements of the occupations

and of the professional schools in which he is interested and see that his courses meet entrance requirements, as well as that he fulfills the graduation requirements for high school and college.

In studying the various types of library work as possible vocations, fill in the outline for each and compare with your tastes, ability and circumstances to draw conclusions as to whether or not you would choose the work.

LIBRARY POSITION :

1. Duties and typical tasks
2. Type of knowledge of books required
3. Age and type of library patrons to be dealt with
4. Relations with other members of the library staff
5. Necessary natural and acquired traits of mind and personality
6. Financial considerations
 - a. Cost of training
 - b. Probable salary
7. Hours and conditions of work, and vacations
8. Advantages in position
9. Disadvantages
10. Conclusions as to personal interest in the work

Obtain information about library work from the readings listed in this chapter, current professional library periodicals, conferences with librarians, visits to different types of libraries, and from any experience it is possible for you to have as a student assistant in your school library or as a page in the public library. Get help from your vocational counselor, your teachers, and librarians who know you, in analyzing your personal fitness for library work

These professional library periodicals are now being published:

Bulletin of the American Library Association. Published monthly by the American Library Association, 520 North Michigan Avenue, Chicago. \$3 secures 9 news numbers of the *Bulletin* and the *Annual Reports*; \$5 secures in addition the *Handbook* and *Proceedings*. Single copies of news issues, 25c each.

"As the official organ of the American Library Association, the *Bulletin* carries news of the Association, its officers, boards, committees, sections, and staff; addresses of conference speakers; articles by official representatives of the Association, and brief professional communications to or from members. Its scope does not include general articles on library matters unrelated to the Association"

The Library Journal. Published by R. R. Bowker Co., 62 West 45th Street, New York. 25 cents a single copy. \$5 a year. Bertine E. Weston, Managing Editor. Semi-monthly.

Library Quarterly. Published by University of Chicago Press, 5750 Ellis Ave., Chicago. \$5 a year; single copies, \$1.50 each. William M. Randall, Managing Editor. Quarterly.

A journal of investigation and discussion in the field of library science. Established by The Graduate Library School of the University of Chicago with the cooperation of the American Library Association, The Bibliographical Society of America, and the American Library Institute

Special Libraries. Published by Special Libraries Association, 345 Hudson Street, New York. Monthly September to April, bi-monthly May to August. \$5 a year including active membership in Special Libraries Association; single copies 50 cents.

Wilson Bulletin for Librarians is published monthly except July and August by The H. W. Wilson Company, 950-972 University Ave., New York
Subscription price \$1 a year, 20 cents for single copies; 5 copies, 50 cents.
"Manuscripts of service and interest in the library profession are invited."

A mimeographed list *Library Periodicals in English*, compiled by Gladys English may be had from the American Library Association. This list appeared in *Library Journal*, February 15, 1928 and has been brought up-to-date October 1933. General library publications in the United States and Great Britain are listed, as are state, special, and local library publications in the United States.

REFERENCES ON LIBRARY WORK

The following bibliographies list references about library work in many books on vocations. In reading about any occupation, notice the copyright date of the book to see whether the information is up to date. Statistics on the demand for workers and salaries are soon out of date. Try also to find out whether the author of the articles is qualified to write with authority.

The most useful bibliographies are marked *.

Allen, Frederick J. A guide to the study of occupations; a selected critical bibliography of the common occupations with specific references for their study. rev. ed. Cambridge, Mass. Harvard University Press, c1925. 196p. \$2.50

Prepared under the auspices of the Bureau of Vocational Guidance, Graduate School of Education, Harvard University. p. 98 Librarian Seventeen references to information about library work in books published before 1925.

*American Library Association. Board of Education for Librarianship. A few selected references on training for library work. 520 No. Michigan Avenue, Chicago, A. I. A. mimeo. gratis

Bibliography of books and parts of books, pamphlets, and magazine articles on librarianship Covers nature of work, salary statistics, and training References particularly interesting to young people are indicated Constantly revised to date

*Cincinnati Public Schools. Occupational Research and Counseling Division. A topical index of occupations with book references, to be used by counselor and student in securing information on occupations. 216 E. Ninth St. Cincinnati, the author, (1932) 52p. mimeo. \$1

p. 38-9 Librarian; Library assistant or attendant; Library workers Twenty-four references to books published since 1920

Parker, Willard E. and Moyer, D. H., comp. Vocational information, a bibliography for college and high school students, prepared by the Committee on vocational counsel and placement, University of Michigan. Ann Arbor, University of Michigan, c1928. 236p. pa. 50c (Vocational series, no. 1)
"University of Michigan official publication. v. 3 no 15. October 13, 1928"
p. 142-7. Library work. One hundred and forty-six references to books and pamphlets

Now somewhat out of date

Standard Catalog for High School Libraries (The H. W. Wilson Company) indexes the books and parts of books listed in the classified section of the catalog which describe various occupations, including that of librarianship.

Woodhouse, Mrs. Chase Going and Yeomans, R. F. Occupations for college women: a bibliography. Greensboro, N.C., North Carolina College for Women, c1929. 290p. pa. \$1; cloth \$2

p. 143-6 Library work. Twenty-six annotated references to books, magazines, and a few pamphlets.

Woodhouse, Mrs. Chase Going and Yeomans, R. F. Occupations for college women. Supplement No. 1. February 1930. 86p. mimeo.
p. 45-6. Library work. Ten annotated references, largely to salary statistics

Library Journal 56:709. September 1, 1931. Librarianship as a profession. Velma R. Shaffer

Lists chapters in seventeen books, six pamphlets, two magazine articles, and three source books. Publication dates of books omitted.

Wilson Bulletin 7:537-45. May 1933. Enriching the library lesson. Miriam Herron, comp.

p. 545 contains thirty-three references to books, pamphlets and magazines

PAMPHLETS DEALING WITH LIBRARY WORK IN GENERAL:

The most satisfactory are indicated *. For information on library schools obtain from the American Library Association the latest revision of *Training for library work*. Some of the statements in these pamphlets concerning library schools are necessarily out of date.

Countryman, Gratia A. Library work as a profession. 111 Nicollet Ave., Minneapolis, Woman's Occupational Bureau, 1930. 7p 10c

Contents: The field. The local field (Minneapolis) Preparation Personal qualifications Variety of positions. Salaries

Cowley, W. H. The profession of librarianship. Washington, D. C., American Council on Education, 1928. 57p. (American Council on Education Vocational Monograph Series. No. 2, November 1928) supply limited

Chapters on: The history of the library; The range of the modern library, What the librarian does; The profession of librarianship; The librarian's compensations

*Dozier, Doris, ed. Pathways to vocations. Mills College, California, 1932. 79p. One copy gratis to vocational guidance workers. Additional copies 50c p 36-7 Librarianship. A survey of the types of library work, particularly the position of school librarian, and suggested sequence of courses to be pursued at Mills College to give necessary basic training for entrance to a graduate school of librarianship.

*Fairbairn, Helen E. The library profession. Buffalo, Office of Personnel Research, University of Buffalo, 1932. 31p. 20c

Describes elementary school library work, high school librarianship, circulation work, reader's adviser, reference work, special libraries, order department, cataloging, etc and discusses new movements within the library profession, training for library work, and gives directions for making a vocational choice.

FitzPatrick, Helen E. A few of the vocations open to Elmira College women. Elmira, N.Y., Elmira College, 1928. 40p. (Elmira College Bulletin v. 18 no. 11 January 1928) gratis. supply limited

p. 19-21 Librarian. Discusses types of work, general and professional training, qualifications, salaries, advantages and disadvantages. Conditions have changed in regard to training, salary to be expected and opportunities for employment Bibliography

Gough, Priscilla and O'Meara, Lucy. What are you going to do? a brief survey of some of the vocations open to college women, 2d ed. Cambridge, Mass. Radcliffe College, 1930. 19p. gratis

p. 18-19. Library work. Describes the appeal of library work to certain types of individual. Altho the field is unlimited geographically, the demand is greatly constricted at present.

Peeler, Virginia. The librarian in New Orleans. 703 Carondelet Street, New Orleans, Department of Vocational Guidance, Orleans Parish School Board, c1929. 10p. (Vocational information monographs, no. 13)

Series of *Vocational Monographs* (10); *Vocational Information series* (9); and *Supplementary Vocational Information Monographs* (4) were sent for 25c to cover cost of mailing.

Describes briefly the types of libraries and the type of work performed by workers in different departments; discusses qualifications, training, hours, salaries with specific salaries in New Orleans (in 1929), opportunities, advantages and disadvantages. It is now conceded that the special demand for librarians in high schools and colleges in the South has been satisfied

Pittsburgh. Carnegie Library School. Library work as a profession: What does it offer? The school, 1925. Leaflet. gratis

General statements on the opportunity for service to others, opportunity for personal development and for professional advancement, and compensation

Pittsburgh Public Schools. Department of Vocational Guidance. The librarian. 130 Administration Building, Bellafield & Forbes Streets, Pittsburgh, The Author, 1928. (4)p (Occupational studies Monograph series, no 29) 5c. Series, nos. 15-32, 40c; nos. 1-32, 65c.

Gives in outline form definitions of librarian, educational requirements, physical requirements, compensation, promotion possibilities, hours of work, and advantages and disadvantages

*United States. Office of Education. Librarianship, by Walter J. Greenleaf. Washington, D.C. Government Printing Office, 1932. 9p. (Guidance Leaflets. Leaflet no. 9) 5c

Describes types of library work, opportunities in the field, hours of work, vacations, American Library Association, training and expense, and gives salary statistics and references. Table of schools offering library science in the United States in 1932, giving for each: location, classification by the American Library Association, cost of board and room, enrollment in 1931, and degree offered

Western Reserve University School of Library Science. Cleveland. Bringing books and people together. The Author (1927). 6p gratis. supply low

Describes briefly the attractions of library work and the course offered at Western Reserve in preparation for the profession. Details of the course have since been changed

PAMPHLETS ON SPECIAL TYPES OF LIBRARY WORK:

Cook, Edith L. The high school librarian. Cleveland, School of Library Science, Western Reserve University, 1927. Out of print

Hazeltine, Alice I. How to become a children's librarian. St. Louis Public Library School, 1927. 23p. gratis

An inspirational survey of the nature of library work with children and the desirable qualifications for the children's librarian. Describes the St. Louis Public Library School and cultural advantages of St. Louis. Illustrations from St. Louis and the St. Louis Public Library. The school was voluntarily suspended for two years beginning in the fall of 1932

Martin, Helen. Children's librarianship as a profession. Cleveland, School of Library Science, Western Reserve University (1927). 18p gratis. supply limited

Discusses history of children's library movement, the influences of the children's library and librarian in the school, the home and the community, children's books, story-telling; the demand for workers; financial returns and hours of work; types of work; qualifications; training; and list of library schools which were accredited schools in 1927, starring those which give special training in children's work. Excellent general statements, but statistics are out of date

Morley, Christopher. The child and the book. Chicago, A.L.A., 1932. 4p. leaflet. gratis
Essay on the appeal of a child reading

*Savord, Ruth. Special librarianship as a career. University of North Carolina, Greensboro, Institute of Women's Professional Relations, c1933. 15p.

Sponsored by the Special Libraries Association. Contrasts the general library with the special library, describes the field and opportunities, personal and educational qualifications, means of entering the profession, earnings, personal satisfactions, advantages and disadvantages, and the Special Libraries Association. Bibliography.

FURTHER REFERENCES ON THE NATURE OF LIBRARY WORK:

Bureau of Public Personnel Administration. Proposed classification and compensation plans for library positions; report of the Bureau of Personnel Administration to the Committee on the Classification of Library Personnel of the American Library Association. Washington, D.C., Bureau of Personnel Administration, 1927. 208p. \$2.15

Statistical table of recommended classification of positions in libraries with corresponding recommended salary scale p. 86-198, Appendix 6. *Complete specifications for 170 classes of library positions*, gives for each position: Duties, examples of typical tasks, minimum qualifications, additional desirable qualifications, and recommended annual compensation. It is an impersonal scientific study of library positions which would be of interest for the definite descriptions of various types of library work and the salary recommended. It is not intended to help any one decide whether or not library work in itself appeals to him.

Drury, Francis K. W. Book selection and acquisition. Chicago, A. L. A. 1930. 369p. (Library curriculum studies) \$2.75

p. 336-45. Personal qualifications of the selector. Outlines traits desirable for librarian, assistant librarian, heads of departments, and staff members who participate in selecting books for libraries.

Freidel, J. H. Training for librarianship; library work as a career. Chicago, Lippincott, c1921

Contents: Librarianship as a profession; Technical and administrative work of a library; Public library; Social and special work of the public library; Proprietary and subscription libraries; School libraries; The special library; Agricultural libraries; Business libraries; Financial libraries; Law libraries; Medical and institutional libraries; Technical libraries; Theological libraries; State, legislative reference and municipal reference libraries; Library commissions; Training schools and agencies, Library associations, Filing as a profession; General conclusions; Suggested further reading on training for librarianship.

Gives good pictures of all types of library work. The conditions of shortage of librarians, high salaries, and a surfeit of opportunities described in the introduction are no longer typical.

Christian Science Monitor. January 8, 1930 Librarian's career proves happy for person who cares for books. Eleanor E. Ledbetter (Branch librarian, Cleveland Public Library)

Library Journal -58:742-5. September 15, 1933. Human interest makes human librarian

Thirteen librarians describe their hobbies.

The Scholastic 16:6-8. March 1, 1930. Would you like to be a librarian? Louis Shores

The Scholastic 20:45. February 6, 1932. Library training. Ralph D. Munn

Wilson Bulletin 6:345-51 January 1932. Personality in the library. Margaret Claire McKelvey

Analyses librarian's personality in five phases: a feeling for books; knowledge of library technique; efficient management of organization and administration; right attitude toward the public; and belief in one's job and in one's self.

Wilson Bulletin 6:547-9. April 1932. The first year. Virginia Heston Sheely
Personal advice to the beginning librarian on professional conduct and personal rewards.

Wilson Bulletin 7:296-7. January 1933. Salute to librarians. Jim Tully

REFERENCES ON SPECIAL PHASES OF LIBRARY WORK:

Cataloging

- Mann, Margaret. Introduction to the cataloging and classification of books. Chicago, A. L. A. c1930. 424p. (Library curriculum studies) \$3.00
 p 399-403 Character traits of a cataloger Prepared by the Library Curriculum Study with the assistance of Emily H. Kenagy, from interviews with twenty-three librarians and catalogers Outline of character traits under nineteen heads with importance ranking as listed by librarians and patrons

Circulation

- Flexner, Jennie M. Circulation work in public libraries. Chicago, A. L. A. c1927. 320p. (Library curriculum studies) \$2.50
 p 274-93 The personality of the circulation librarian W W Charters An outline list of personality traits with a discussion of the points Bibliography
- Wilson Bulletin 2:483-6. December 1925-January 1926. The library assistant in the loan department. Theresa M. Hitchler
 Considers the qualifications of the loan desk attendant to be maturity, good health, intuition, tactfulness, courtesy, dignity, pleasant manner, cheerfulness, patience, humor, common sense, knowledge and love of books, sense of responsibility, pleasing appearance, and business sense.
- Wilson Bulletin 2:490-4. December 1925-January 1926. Bringing books and the readers together. Jennie M Flexner
 Suggests as essential qualities for the ideal person who represents to many people the only part of the library and library service they are conscious of: love of books, sympathetic appreciation of men and women, and knowledge of tools
- Wilson Bulletin 4:377-8. April 1930. A letter to a young librarian. Lucy M. Buker
 Suggestions to a recent appointee in the circulation room Lists books and magazines to read to keep informed about books

College Library

- Library Journal 56:258-64. March 15, 1931. Ideal university librarian. G. H. Doane
 The librarian of the University of Nebraska summarizes the ideal university librarian as "a gentleman and a scholar, thoroly trained in library technique and in the methods of scholarly research"
- Wilson Bulletin 7:549-51. May 1933. Reserve room in a university library. W. P. Kellan
 This outline of the procedure in a reserve book room will be of particular interest to those who hope to earn part of college expenses by working in the library
- See also the descriptions of university library buildings listed among others in *Some Interesting Libraries* p. 253-4

Hospital Libraries

- Library Occurrent 11:39-44. April-June 1933. Pied Piper of the modern hospital. Mrs. Carolyn Folz
- Wilson Bulletin. Volume 2, number 20. June 1925. Hospital library number.
- Wilson Bulletin 4:111-12. November 1929. Libraries in tuberculosis sanatoria. Maximilian Schulz
- Wilson Bulletin 6:685. June 1932. The negro veteran and his books. Mrs. S. P. Delaney. il.

Reference Work

Wyer, James I. Reference work; a textbook for students of library work and librarians. Chicago, A. L. A. c1930. 315p. (Library curriculum studies) \$2.50

p. 229-43. The reference librarian Discusses educational, personal and staff qualifications, and lists twenty-seven traits and trait actions of the ideal reference librarian in the order of importance as rated by thirty-eight eminent librarians Bibliography

Wilson Bulletin 7:244-5. December 1932. Ideals in reference service. Marilla Waite Freeman

Shows how the reference service acts as a clearing house for all knowledges.

See also the readings listed on p. 142 in Chapter 9, REFERENCE WORK

School Library Work

American Library Association. School Libraries Committee. School library yearbook, number five. Chicago, A. L. A. 1932

p. 147-50 The superintendent looks at the school librarian Arthur Gould, p. 150-2 The principal looks at the school librarian. Harriet C Robbins Qualifications of the school librarian as conceived by the administrators under whom she works

Fargo, Lucile F. The library in the school. Chicago, A. L. A. c1930. New ed. 1933. 453p. (Library curriculum studies) \$3.00

p. 17-42. The school librarian and her staff. Discusses traits and qualifications, status, salary, hours and vacations. Chart of the duties of the school library staff of librarian and professional assistants, and pupil, clerical, and mechanical assistants. Bibliography

Power, Effie L. Library service for children. Chicago, A. L. A. c1930. 320p. (Library curriculum studies) \$2.75

p. 296-308 The children's librarian Discusses the sentiment of the appeal in this field, the educational and personal qualifications needed, and opportunities. Bibliography Positions are not plentiful (1933) as in June 1929

Library Journal 57:729-30. September 1932. What librarian may expect of teacher and what teacher may expect of librarian. F. J. Connelly
Explains duties of the school librarian.

Wilson Bulletin 3:383-8. December 1928. A day in a platoon library. Eva Schars

A picture of the elementary school library at work

Wilson Bulletin 5:44-6. September 1930. The librarian and the school faculty. Pearl G. Carlson

Suggestions for maintaining the librarians' and teachers' positions on a level on the school faculty.

Wilson Bulletin 5:133-5. October 1930. Training the school librarian. Charles H. Stone

Suggests a broad foundation course to which may be added later specialization according to the interests of the individual

Wilson Bulletin 6:217-23. November 1931. The status of the school librarian. Mildred Frances Davis

A comparison of the salaries, privileges, working hours, education, etc. of librarian and teachers. Conditions are becoming more equal and standardized for the two professions

Wilson Bulletin 6:622-3. May 1932. An inquiry into the professional status of school librarianship, by the secondary school librarians of Oakland (California). Report of study for the semester ending June 5, 1931

An outline of the characteristics of the profession, and professional responsibilities of a school librarian as a teacher, librarian, and administrator.

Special Libraries

Library Journal 54:341-2. April 15, 1929. Engineering library of the general staff, American Telephone and Telegraph Company. Ethel Rispin. il.

Library Journal 54:343-6. April 15, 1929. W. T. Grant Company library—the drama of retailing. Grace D. Aikenhead. il.

Library Journal 55:391-9. May 1, 1930. Libraries and business men: a symposium

Contains an introduction and the following articles Financial libraries Eleanor Cavanaugh; Industrial libraries. Elizabeth Wray; Insurance libraries. Florence Bradley; The newspaper library. William Alcott; Advertising Mary Louise Alexander.

Special Libraries. volume 23, number 9. December 1932. Newspaper libraries number

Wilson Bulletin. volume 3, number 5. May 1927. Business library number

See also the list of references mentioned on p. 14-15 of the pamphlet, *Special librarianship as a career*, by Ruth Savord.

The particular periodical for persons in this line of work is *Special Libraries*.

SELECTION, TRAINING, AND CERTIFICATION OF LIBRARIANS

The best references are marked*.

American colleges and universities, ed. by John Henry MacCracken for the American Council on Education. 2d ed. rev. and enl. Baltimore, The Williams and Wilkins Co. c1932. p. 105-10. Library (schools)

States American Library Association minimum standards for Junior and Senior undergraduate library schools and for Graduate and Advanced Graduate library schools, and lists accredited and provisionally accredited library schools with date of establishment of each.

*American Library Association Board of Education for Librarianship. Accredited and provisionally accredited library schools. Chicago, American Library Association. mimeo. gratis

Frequently revised. Gives for each school (1) Minimum requirements for admission (2) Fees (3) Board and room (4) Trips and field work (5) Texts and supplies (6) Student aid (7) Curriculum (8) Degree (9) Correspondence course (10) Summer courses credited toward completion of professional curriculum.

American Library Association. Board of Education for Librarianship. Certification requirements for librarians, summarized by states, compiled by the Board. . . Chicago, American Library Association, 1933. 20p. mimeo. gratis

Designates mandatory and optional requirements and indicates what requirements if any each state has set up.

American Library Association. Board of Education for Librarianship. Training and apprentice classes. Chicago, American Library Association. 1p. mimeo. gratis

Discusses the nature and value of training thru apprentice classes and the opportunities of enrolling. Frequently revised to apply to current conditions

*American Library Association. Board of Education for Librarianship. Training for library work. Chicago, American Library Association. 3p. mimeo. gratis

Discusses personal requirements for admission to accredited schools, undergraduate schools, employment while attending school, summer sessions, correspondence and extension courses, training and apprentice classes, and lists schools offering special training for (1) library work with children (2) school library work (3) college and university library work (4) county library administration. Revised frequently.

Bulletin of the American Library Association 27:427-33. October 1933. Education for librarianship in the future: Ninth annual report of the Board of Education for Librarianship for eighteen months ending July 31, 1933

Recommends discriminating selection of library school entrants, especially on the basis of interests and personality and the planning of professional instruction in preparation for specific positions. States the specific aims of the Board and lists accredited library schools. This report printed annually in the *Bulletin* of the American Library Association surveys current conditions. Read the latest report available.

Library Journal 58:510-11 June 1, 1933. Confusion in library training agencies

The Board of Education for Librarianship of the American Library Association states that instruction in the history of books and libraries and training in the use of library tools does not constitute professional training and condemns institutions sending out poorly trained people in competition with graduates of accredited library schools

Special Libraries 23:339-44. September 1932. The training of the special librarian. James I. Wyer (Board of Education for Librarianship, American Library Association)

Discusses qualifications of a special librarian as stated in different sources, and the obstacles to agreement to what library training is needed. Altho special library training is less amenable to standardization than that for public library work, and the way is open for the bright young person who is trained thru experience in the general office, Mr Wyer recommends in general a minimum of a year of library training and a college course specializing in the field in which the special library deals.

Wilson Bulletin 4:203-6. January 1930 Selection of library students. C. C. Williamson

The Director of the School of Library Service, Columbia University, states that when there are more applicants than can be accommodated in library schools, those who show greatest promise in the profession should be enrolled. The selection should be on the basis of age, mental ability, previous records of scholarship, knowledge of modern languages (including German), independent intellectual interests as shown in voluntary reading, previous experience in library work, and personal traits

SCHOLARSHIPS AND LOAN FUNDS

American Library Association. Board of Education for Librarianship. Scholarships, fellowships, and loan funds open to librarians. Chicago, American Library Association. mimeo. gratis

Group I, to aid the American student in the first year of advanced study of library science in American colleges and universities.

Group II, for study or travel abroad by an American student

Group III, for the foreign student to study or travel in the United States, or another country not his own.

Information includes the amount of the loan fund or scholarship, necessary qualification for consideration of applicant, and organization and address to which to apply.

Johnson, Grace Hays, comp. Fellowships and other aid for advanced work Greensboro, N.C. North Carolina College for Women, Institute of Women's Professional Relations, c1930. 413p. \$1 (Bulletin no. 3 January 1930) p. 250-60. Library science. Lists five scholarships.

Fuller information about individual scholarships must be obtained from the donor, as not all may be available annually.

OPPORTUNITIES FOR ENTERING LIBRARY WORK

Information on supply and demand for workers in any field is soon out of date. Read the latest authoritative articles available or consult the American Library Association, which will supply the latest figures available for the library profession. The Special Libraries Association, 345 Hudson St. New York, maintains an Employment Committee, which helps the members and does placement work. The Secretary is chairman of this committee.

Library Journal 57:103-10. February 1, 1932. Supply and demand in the library profession Carleton Joeckel

Traces the conditions of the employment market for trained librarians from 1908 to 1923 when graduates were accustomed to choose among many offers, to present conditions of unemployment among trained librarians, especially recent library school graduates

Library Journal 57:744-5 September 15, 1932 Oversupply of professionally trained librarians. James I Wyer

(Also in School and Society 36:366-7 September 17, 1932)

Recommends stringent limitation of number of students enrolled in library schools

Occupations for educated women: present trends in supply, demand and outlook in selected ones, based on reports presented by technicians of national status in each field at a conference held by the Southern Women's Educational Alliance . . November 1, 1932. 401-2 Grace-American Bldg. Richmond, Va., Southern Women's Educational Alliance. 15p. mimeo. 50c

p 6 Library work Gives statistics compiled by a committee of librarians on supply, unemployment, opportunities and outlook, especially for 1933

United States Census Bureau. Fifteenth census of the United States: 1930.

Occupation statistics United States summary Washington, D C United States Printing Office, 1932 105p. pa.

See p. 17 in the section: *Sex and occupation of gainful workers* Librarians are listed under "Other professional pursuits" and librarians' assistants and attendants are listed lower on the page under "Attendants and helpers, professional service" Compare the number of men and women employed, numbers employed in 1910, 1920, and 1930, and compare the number of librarians with the number of persons employed in other occupations in which you are interested

See also p 75 in the section. *Marital condition of occupied women*, for figures showing the number and per cent of single, married, and widowed women engaged in library work

SALARIES

*Bulletin of the American Library Association gives annual statistics of salaries in public, college, and school libraries. In 1933 the salary number was published in June. Write the American Library Association for the latest compilation of salary statistics.

Bureau of Public Personnel Administration. Proposed classification and compensation plans for library positions; report of the Bureau of Personnel Administration to the Committee on the Classification of Library Personnel of the American Library Association. Washington, D.C. Bureau of Personnel Administration, 1927. 208p. \$2.15

Includes *recommended* salary scale.

Monthly Labor Review 34:916-18 April 1932. Salaries of library employees in California

Summary with tables of a study of the salaries, education, and experience records made by the Bureau of Public Administration of the University of California.

Monthly Labor Review 35:670-1. September 1932. Salaries in public libraries, January, 1932

Summarizes salary statistics from the Bulletin of the American Library Association for June 1932.

* Most recent compilation

LIBRARIANS—BIOGRAPHY

American Library Association. Catalog Section. Catalogers' and classifiers' yearbook, number 2. Chicago, American Library Association, 1931. 165p. pa. \$1.25

Contains a directory of catalogers and classifiers who are members of the American Library Association.

American Library Association. Education Committee. School library yearbook, no. 4. Chicago, American Library Association, 1931. 278p pa \$2.50

Contains an alphabetic directory of school librarians who are members of the American Library Association.

Ferris, Helen and Moore, Virginia. Five girls who did; stories of real girls and their careers. N.Y. Dutton, c1927. 308p. \$2

p. 35-46. Anne Carroll Moore (Head of the Children's Department of the New York City Public Library)

Hazeltine, Mary Emogene. Anniversaries and holidays; a calendar of days and how to observe them. Chicago, American Library Association, c1928. p. 261. Librarians, bibliographers, and library patrons

Lists names of twenty-seven with day and month of birth. Under the date in the calendar in the main part of the book is given brief information about the person and references to further material.

Williamson, Charles C. and Jewett, Alice L. eds. Who's who in library service. N.Y. H. W. Wilson, 1933. 475p. \$12; sold on service basis

Condensed biographies of 5764 librarians in all fields. Consult the geographical index for list of names by states and towns.

Bulletin of the American Library Association Handbook number, November of each year

Gives an alphabetical directory of all A. L. A. members (13,021 in 1932), giving for each: name, position, address, and registration number. The figures for membership by states give an idea of the distribution of librarians, and the *Honor roll of attendance at conferences* is a list suggestive of the leaders in the Association. The Handbook also lists A. L. A. officers, committees, professional staff, constitution, etc.

Library Journal 52:655. June 15, 1927. Harvard men in the library field

A list of graduates of Harvard from 1813 to 1900 who have been librarians

Library Journal 53:309-10. April 1, 1928. Librarians as authors; some recent and forthcoming books by librarians

Reviews books written by librarians between 1926 and 1928.

Library Journal, beginning October 1, 1929, has published a series of biographical sketches with portraits, of librarians who are authors. The list to December 15, 1932 follows. The series is continued.

Library Journal 56:902-3. November 1, 1931. The first librarian of America. William Friedman.

Louis Timothée, selected as librarian of the Philadelphia Library Company, organized in July 1731, because Benjamin Franklin recommended him

Special Libraries 23:382. September 1932. Our vice-presidents. por.

Sophia J. Lammars, The Joseph Schaffner Library of Commerce, Chicago; and Edeline M. Macrum, National Tuberculosis Association.

Special Libraries 23:438. December 1932. Who's who. por.

Mildred E. Burke, research librarian, Chicago Tribune.

Biographical sketches of members of S. L. A. frequently appear in *Special Libraries*.

IN VOLUME 54 (1929)

October 1:805 L. F. Ranlett
October 15:854 Frances Newman
November 1:901 E. L. Power
November 15:939 John Clement Fitzpatrick
December 1:981 Edna Whiteman
December 15:1027 William Watts Folwell

IN VOLUME 55 (1930)

January 15:64 H. L. Koopman
February 1:114 E. L. Brick
February 15:162 Wilhelmina Harper
March 1:217 L. P. Latimer
March 15:264 F. A. Bacon and Kathleen Adams

- April 1:313. C. S. Greene
 April 15:365. F. C. Hicks
 May 1:400 "Margery Clark" (M C Quigley
 and M. E. Clark)
 May 15:461. B. L. Gunterman
 June 1:505. Margaret Widdemer
 July: 605. H. E. Bliss
 August: 657. A. M. Richardson; G. E.
 Locke
 September 1 691. Bessie Graham
 September 15:731. H. H. Ballard
 October 1:775. B. E. Stevenson
 October 15 822. C. W. Hunt
 November 1:869. L. M. Borski
 November 15:920. I. T. E. Firkins
 December 1:959. A. E. Bostwick
 December 15:1016. N. M. Rowe
 IN VOLUME 56 (1931)
 January 1:28. L. J. Burpee
 January 15 75. H. O. Severance
 February 1:126. E. J. Gray
 February 15:171. Clarice Blake
 March 1:223. Dorothy Heiderstadt
 March 15:270. U. W. Echols
 April 1:317. Mabel Dunham
 April 15:364. Holger Cahill
 May 1:400. Maude van Buren
 May 15:444. George H. Bushnell
 June 1 483. Virginia Olcott
 June 15:552. Jessie C. Ellis
 July: 592. G. W. Fuller
 September 1:703. A. D. Dickinson
 September 15:751. E. A. Brown
 October 1 797. A. M. Boyd
 October 15:858. M. P. Harrington
 November 1:906. G. D. Phillips
 November 15:952. J. A. Lowe
 December 1:998. E. B. Carhart
 December 15:1050. T. K. Bolton.

World's Work 60:28-30. April 1931. Librarian to the 123,000,000. Ray Harris. il.
 Library of Congress and Dr. Putnam.

See also the names of outstanding librarians in the *Readers' Guide* and *Who's Who in America*.

SOME INTERESTING LIBRARIES AND LIBRARY SERVICES

- Adams, James Truslow. *Epic of America*. Boston, Little, Brown, 1931. 433p.
 \$3.00
 p. 412-15. Library of Congress.
 Orcutt, William Dana. *In quest of the perfect book; reminiscences and reflections of a bookman*. Boston, Little, 1926. 316p. il. \$5.00
 p. 271-300. The spell of the Laurenziana. A library of rare manuscripts and books fostered by four members of the Medici family and still occupying in Florence the library designed by Michelangelo.
 Smith, Henry Justin. *Chicago, a portrait*, illustrated by E. H. Sydam. N. Y. Century, 1931. 386p. \$5.00
 p. 292-302. The forty-six public libraries.
 Library Journal 54:840-3. October 15, 1929. The Roosevelt library. Herman Hagedorn. il.
 An account of the privately maintained library of Roosevelt's works and information about him where Roosevelt students may do research
 Library Journal 55:99-102. February 1, 1930. Book wagons on country roads. Elizabeth Fangmeyer
 County library service.
 Library Journal 55:514. June 1, 1930. Architectural room in St. Louis. il.
 A special department of the Public Library.
 Library Journal 56:895-8. November 1, 1931. Libraries in our National Parks. C. Eward Graves. il.
 Reports of the number and type of books, administration, needs, etc. in fifteen national parks.

Library Journal 57:273-4. March 15, 1932. Newark's branch libraries in department stores. Jacob Deschin. il.

Library Journal 57:896-900 November 1, 1932. Edward L. Doheny Jr. Memorial library. Charlotte M Brown. il.
University of Southern California.

Library Journal 58:34-5. January 1, 1933. Library service plus. Elizabeth P. Powell. il.

Tells of a "Library Car" in a freight car at a copper mine, also sent to lumber camps, and of pack service to isolated homes more than a hundred miles from the library in Missoula, Montana.

Library Journal 58:189-96. March 1, 1933. The Charles Deering Library at Northwestern University. Theodore W. Koch

Library Journal 58:190-200. March 1, 1933. The Mary Reed library of the University of Denver Linda M. Clatworthy il

Library Journal 58:386-93. May 1, 1933. Baltimore's new public library building. Pauline M. McCauley and Joseph B. Wheeler. il.

School Life 18:35-6. October 1932. The love of books; how Cleveland's experimental school library lures children to literature. Edith A. Lathrop
The library in an elementary school which specializes in interesting children in the intelligent use of books

Wilson Bulletin 5:250-1. December 1930 The American library in Paris
Marjorie Griesser

Wilson Bulletin 6:353-5. January 1932 Thomas Hughes American library.
Helen H. Turner

A small library in Tennessee established by the author of *Tom Brown's School Days*, which remains much as when first used

See also the names of important libraries, as British Museum, Library of Congress, Bibliothèque Nationale in Paris, New York Public Library, etc in *Readers' Guide* and encyclopedias. Consult the *Readers' Guide* under *Libraries*, sub-head your state, for magazine articles about your own libraries.

HISTORY OF LIBRARIES

Cowley, W. H. The profession of librarianship. Washington, D.C. American Council on Education, 1928 57p (American Council on Education Vocational Monograph Series. No. 2, November 1928) supply limited
Contains chapters on: The history of the library, and The range of the modern library.

Dana, John Cotton. Library primer. N Y. Library Bureau, c1920 180p
p 1-25 Sketch of library development in the United States

Fay, Lucy E. and Eaton, Anne T Instruction in the use of books and libraries. 3d ed. rev. Boston, Faxon, 1928. 475p. \$3.75
p. 176-92. History of libraries Bibliography

Shores, Louis How to use your library; a series of articles on libraries for high school and college students. Pittsburgh, Pa. Scholastic Publishing Company (1928). 11p. pa 20c (Reprinted from *The Scholastic*, volume 13, numbers 3 to 7, fall 1928)

p. 9-11 The story of libraries From about 1782 B.C to the modern public and school library Mentions outstanding libraries of the world today

Wilson Bulletin 5:130-1. October 1930. The library's part in the revival of learning. Hilah Paulmier

See also the articles on libraries in the encyclopedias.

THE AUTHOR, THE PUBLISHER, THE PRINTER, THE ILLUSTRATOR, AND OTHERS CONCERNED IN THE MAKING OF BOOKS

Hitchcock, Frederick H. ed. The building of a book; a series of practical articles written by experts in the various departments of book making and distributing. 2d ed. rev. and enl. N.Y. Bowker, c1929. 315p. \$3 00

Chapters on: publisher, literary agent; hand composition and electrotyping; composition by linotype, composition by monotype, proof reading, etc See p 54 for full contents

The Macmillan Company. The authors' book, on the preparation of manuscripts, on the reading of proofs, and on dealing with publishers N.Y.

The Macmillan Company, 1925 73p. pa.

The practical directions for dealings between author and publisher show something of the work of each

Wilson Bulletin 5:55-7. September 1930 Three librarians in the publishing world

May Massee, then editor of Junior Books for Doubleday, Doran, & Co, Emma V Baldwin, special adviser to small libraries and school libraries with Baker and Taylor Co; Bertha Gunterman, director of the children's book department of Longmans, Green and Co

BOOKSELLING

Humble, Marion The rental library; a manual of practical information N.Y. National Association of Book Publishers, n.d. 15p. pa. gratis

Information on choosing and buying books, keeping records, etc in the independent rental library or department of a store.

Jenison, Madge Sunwise Turn; a human comedy of bookselling N.Y. Dutton, c1923. 162p. \$2 00

An entertaining and informative account of a special kind of book shop established in New York by two women

Melcher, Frederic G. The successful bookshop; a manual of practical information N.Y. National Association of Book Publishers, n.d. 19p. pa. gratis

Points out fascination of bookselling, qualifications and training for the work, and discusses practical details of establishing and conducting a bookshop

Patee, Doris S. Bookstore sales by mail N.Y. National Association of Book Publishers, c1930 18p pa. gratis

Practical directions for organizing and carrying on this phase of the bookselling business

Patee, Doris S. and Harris, Mable Arundel. Selling children's books; a handbook of practical suggestions N.Y. National Association of Book Publishers, c1930. 26p pa. gratis

Directions for establishing and promoting children's book shop or department, and rental library. Gives a publicity calendar and bibliography of lists and books about boys' and girls' reading and tools for the book trade

Additional information may be obtained from The American Booksellers Association, 35 East 20th Street, New York and from National Association of Book Publishers, 347 Fifth Avenue, New York.

A reading list on publishing, bookselling, trade periodicals, literary periodicals, printing and book collecting, for those interested in book publishing and bookselling may be had from the National Association of Book Publishers

Library Journal 56:899-902. November 1, 1931. Librarians in bookselling.
Marian Cutter

Miss Cutter tells how her library training helped her in her bookselling business. Portraits and sketches of seven other librarians who turned to bookselling.

THESE BOOKS LIST BIOGRAPHIES AND FICTION IN WHICH WORKERS WITH BOOKS APPEAR

Campbell, Gladys and Thomas, Russell. Magazines and newspapers of today.
N.Y. Harcourt, 1929 210p. \$1.20
p. 184 Books by and about columnists.
p. 185. Stories about newspaper life

Hazeltine, Mary Emogene. Anniversaries and holidays; a calendar of days and how to observe them. Chicago, A. L. A. c1928 308p. \$6

By using this book, information may be located on: Authors, Illustrators and cartoonists; Journalists, editors, and publicists; Librarians, bibliographers, and library patrons; and Printers. Look for these groups in the subject index to find names with days of birth. Under the date in the body of the book is given brief information about the person and references to further material. The persons included are perhaps more of historical than contemporary interest.

Kitson, Harry Dexter. I find my vocation. N.Y. McGraw-Hill, c1931 216p.
\$1.40

p. 72-90. Classified list of biographies. Includes Illustrator (under *Artist*), Author; Editor; Journalist; Literary and dramatic agent, Playwright, Poet; Printer, Publisher; Reporter

Lingenfelter, Mary Rebecca and Hanson, Marie Alice. Vocations in fiction; an annotated bibliography. Chicago, A. L. A. 1932 100p mimeo. 35c
Includes: Author, Bookseller, Journalist, Librarian.

Logie, Iona M. R. Careers in the making; readings in recent biography with studies in vocational guidance. N.Y. Harper, c1931. p. 375-93. Three hundred biographies of marked vocational interest.
Includes Illustrator (under *Art*), Journalist, Publisher, Writer

Watson, Edna E. A source book for vocational guidance N.Y. H. W. Wilson, c1930

Brief inspirational or informative material included with further references, especially magazine articles. Occupations cited include Illustrator (under *Artist*), Author, Librarian, and Printer.

Consult the indexes to occupational information previously mentioned to locate descriptions of the occupations in which you are interested. References to the following occupations concerned with books will be found in

Cincinnati Public Schools Occupational Research and Counseling Division.
A topical index of occupations with book references.

MANUFACTURING AND MECHANICAL

Assistant pressman
Bindery foreman
Bindery worker
Book trimmer
Bookbinder
Book publishing

Bundler (bindery)
Collator
Composing room foreman
Compositor
Copy holder
Electroplater
Electrotypy
Engraver

Engraving trade workers	Stockroom workers
Estimator (printing)	Tracer
Etcher (photo-engraving)	
Gathering machine operator	TRADE
Linotype operator	Circulating library proprietor
Lithographer	Literary agent
Lithographic artist or designer	Salesman
Monotype caster	
Monotype operator	PROFESSIONAL SERVICE (INCLUDING SEMI-
Photo engraver	PROFESSIONAL)
Plate artist	
Press room foreman	Author
Press room workers	Book reviewer
Pressfeeder	Commercial artist
Pressman	Editor
Printer	Historian
Printing	Illustrator
Printing apprentices	Librarian
Printing and publishing industry executives	Library assistant or attendant
Printing and publishing industry workers	Library workers
Print shop foreman	Managing editor
Production manager	Novelist
Proofer	Playwright
Proof reader	Poet
Publisher	Publisher
Publishing house manufacturing clerk	Publishing house worker
Stereotyper	Writer

APPENDIX

SOURCES OF INFORMATION FOR FUGITIVE MATERIAL

AIDS IN SELECTING AND ORDERING GOVERNMENT PUBLICATIONS

- Hopkins, Florence M. Important publications of city, state, and federal governments. Detroit, Willard, 1923 (No 11, Reference guides that should be known and how to use them)
- Standard Catalog for High School Libraries lists many United States publications Look for the subject in which you are interested or see the author entries beginning UNITED STATES in the index.
- Swanton, Walter I comp Guide to United States government publications (Department of Education Bul 1918, no 2) Washington, D.C. Superintendent of Documents, 200p. 20c Gives a chart of the branches, departments, offices, bureaus, etc of the United States government. For each of the 10 executive departments and miscellaneous important bureaus and commissions, he gives general information and duties, general publications, and method of distribution Index
- United States. Department of Agriculture. Post card list of new publications (mailed monthly on request.
- United States. Education, Office of United States publications on education (price list) Office of education gratis.
- United States. Superintendent of Documents Price lists of government documents There are lists on about 45 subjects. gratis.
- United States Catalog and Cumulative Book Index list publications of the departments whose material is of most value in libraries.
- Windes, E. E comp Government publications useful to teachers. (Department of Education Bul. 1924, no. 23) Washington, D.C. Superintendent of Documents 34p 10c
- Wyer, James I United States government documents, federal, state, and city rev Chicago, American Library Association, 1933. 56p. 50c (p. 21-8 Recommended serials and single documents likely to be useful in a small library)

LISTS OF NEW GOVERNMENT PUBLICATIONS ARE FOUND IN:

- American Library Association Booklist. Monthly \$2 50 per year
A selected list of government publications appears in alternate issues
- Congressional Digest Monthly 10 nos. \$5 00.
- School Life Magazine. Monthly 10 nos Superintendent of Documents 50c per year.
- United States Superintendent of Documents Weekly list of selected United States government publications. gratis.
- United States News Washington, D.C Weekly \$5 per year

MAGAZINE ARTICLES ON GOVERNMENT PUBLICATIONS.

- Wilson Bulletin 3:209-10 March 1928 "Pub Docs." S J Carter
An outline Tells what they are, what to get, and lists departments, bureaus, offices, and divisions whose publications are of value in libraries
- Wilson Bulletin 5:510-14 April 1931. State publication aids for the homemaker and garden lover. Mary D. Taylor, comp
Representative of state publications. Perhaps those listed on "Making a joyous indoor garden" will help you make your library attractive with plants.
- Wilson Bulletin 5:636-9. June 1931. For Boy Scouts; a selected list of government publications May D. Taylor, comp

BIBLIOGRAPHIES OF FREE AND INEXPENSIVE MATERIAL:

- A. L. A Booklist A bi-monthly list of free and inexpensive material alternates with the selected list of government publications.

- Bureau of publications Teachers College, Columbia University. Enriched Teaching Series. Material listed includes pamphlets, posters, pictures, exhibits, slides and moving pictures Its use is not confined to the one subject mentioned in each title
- Woodring, Maxie N. and Benson, R. T. Enriched teaching of English in the high school. 1927.
- _____, and Harold, Gilbert. Enriched teaching of commercial subjects 1930
- _____, Oakes, M. E. and Brown, H. W. Enriched teaching of science. 1928
- _____, and Sabin, F. E. Enriched teaching of Latin in the high school 1930
- _____, and Sanford, Vera. Enriched teaching of mathematics in the high school. 1928
- _____, and Schwendener, Norma. Enriched teaching of physical education in the high school 1929
- Lahman, Carroll P. Debate coaching; a handbook for teachers and coaches H. W. Wilson (Handbook series) \$2.40 Lists organizations whose publications are of value to debaters
- The Reference Shelf. The H. W. Wilson Company. Bibliographies in each issue include free material useful in debate and reference
- Standard Catalog for High School Libraries. Lists pamphlets and illustrative material at the end of each classification group
- United States Catalog Lists some free material Look for the subjects on which you want material.
- The Vertical File Service of The H. W. Wilson Company is a clearing house method of distribution to libraries. Priced on service basis Write the company for information See also Wilson Bulletin 6 516 March 1933. The vertical file service a new Wilson enterprise, and Wilson Bulletin 6 582 April 1932 The first catalog of the Vertical file service

THESE MAGAZINE ARTICLES CONTAIN BIBLIOGRAPHIES Read those marked * if you wish to know more about an information file

- *Wilson Bulletin 3 131-40 November 1927 The vertical file in the small library Edith L Cook (Describes its administration and lists a few sources of material)
- Wilson Bulletin 3 165+ January 1928 Pamphlets for the vertical file Edith L Cook. (Supplement to the list in the previous article)
- *Wilson Bulletin 3 203-5 March 1928 Educational pamphlets O Myking Mehus (Lists addresses of many companies and associations)
- Wilson Bulletin 3 206-8 March 1928 Geographic material Mary J Booth (Includes list)
- Wilson Bulletin 4 502 June 1930 Inexpensive information for travelers Mary B McLellan
- *Wilson Bulletin 5 35-9 September 1930 Fugitive material in the school library Florence A Henry (Discussion of the value of fugitive material and how it is cared for in the library Includes sources)
- Wilson Bulletin 5 576-8 May 1931 The filing of fugitive material Ruth M Lathrop (Includes list)
- Wilson Bulletin 6 42-5 September 1931 The vertical file Iva Oliver (Includes a comprehensive list of sources for material)

Pamphlet biographies of some authors may be obtained from the publishers of their books There is often a small charge for this material Many of the companies listed as supplying travel posters make a small charge for the posters or for mailing expenses Material sent free to a large school may not be supplied to small schools Stipulate in your request whether or not you want the material sent at your expense Lists of free material are soon out of date

BIBLIOGRAPHIES OF SOURCES FOR PICTURES AND DISCUSSIONS OF THE PICTURE FILE

- American Library Association Leads No 7 Posters, publicity aids, and decorative material
- Based on Miss Margery Potter's list which appeared in the *Wilson Bulletin* February 1932 mimeographed gratis.)
- Frebault, Marcelle The picture collection 4th ed rev NY H W Wilson, 1929 (Modern American library economy series) 78p pa 90c (Includes subject heads for a file, addresses of publishers of pictures with subject index, other sources of pictures, use of pictures, on bulletin boards, and details of caring for pictures)

Standard Catalog for High School Libraries gives a very comprehensive list of sources for pictures, preceding class 700.
 Wheeling, Katherine E. and Hilson, J. A. Illustrative material for junior and senior high school literature. 2d ed rev. N.Y. H. W. Wilson, 1930. 80p 75c.
 See also the Enriched Teaching Series.
 Library Journal 55:728-9 September 15, 1930 Use of pictures in the school library
 Jessie F. Brainard
 Wilson Bulletin 3.233-4 April 1928 Notes on a picture collection. Marcelle Frebault
 Wilson Bulletin 6 407-9. February 1932 Decorative material for the library Margery F. Potter.

PROBLEMS ON REFERENCE BOOKS

Problems on reference books are grouped here rather than with the books studied. If given a problem with the assignment the student is likely to devote his attention more to finding information than to gaining familiarity with the reference book. By withholding the problem until the pupil shows his reference chart completed, the librarian is assured that the books have been examined. By emphasizing the study of the books rather than looking up answers to questions, the temptation to copy papers is lessened.

Pupils will remember the books studied more thoroly if they make their own questions. If the group meets as a class they will enjoy attempting to name the books in which to find answers to the questions made by others in the class.

The questions here listed have been kept simple and catch questions are especially avoided. Many may be found in several places. No problem on year-books and statistics is included because questions should be made from current issues.

The librarian who uses problems of this type will probably prefer to make her own in order to be sure the information can be found in books in the particular library. She will also wish to vary the questions from year to year. The most interesting questions to use would be those which have actually been asked in the library.

PROBLEM BASED ON STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES

1. What is the call number for *Alaska days with John Muir*?
2. How many books by Booth Tarkington are listed?
3. What is the real name of David Grayson?
4. Are any books by Mark Twain included?
5. How many books by Sir Walter Scott are included? How many entire books about him? How many books containing chapters on him?
6. What is a good book on the causes of the World War?
7. Give author, title, and pages of a book where you might find a short biography of Carl Shurz.
8. List two books of fiction dealing with the Revolutionary War.
9. List two books on the wireless telephone.
10. In what book may you find *Sun-up*?
11. List author, title, and call number of all the books in which you could see *Golden doom*, a play by Edward Dunsany.

PROBLEM ON ENCYCLOPEDIAS

1. In which encyclopedia can you find the best discussion of architecture?
2. Was Samson Agonistes a real person or a fictitious character? Give the author of the articles which answer your question if you can.
3. Find a map of Paris.

4. What is a steam turbine? Which of your references would you give a high school student preparing an oral composition? Which would be most helpful to an engineering student?
5. Where can you find an article on Roosevelt with pictures of different events in his career? Which encyclopedia gives you a study outline to follow in getting the main points?
6. Find a well illustrated article on Chinese painting.
7. Find signed articles on George Washington. Give author when you can. Which encyclopedias include bibliography at the end of the article?

DICTIONARIES

1. What is the meaning of *et al*?
2. Where can you find information about the capitol of your state? Is your town listed?
3. Who was Uriah Heep?
4. Where can you find the slang meaning of *kid*?
5. Do any of your dictionaries define *gigolo*? *Dunker*? *Dumbbell*?
6. Give the following information about the word *function* as well as the name of the dictionary in which you found it

Pronunciation	Part of speech
Syllabication	Derivation
7. What is the correct pronunciation of Pulitzer? Nobel? Yangtze-kiang river? Yorkshire, England?
8. Give two quotations to bring out the shades of different meaning between the synonyms *content* and *satisfy*. What parts of speech are these words?
9. Is *airplane* spelled correctly?
10. Where can you find an illustration of the sizes of type common in book work and examples of some important varieties?
11. Where can you find pictures of some historical flags? Do you find any colored plates?

LITERATURE

Use the collections of literature and the indexes mentioned so far as possible. The card catalog and other shelf and reference books in the library will probably serve in place of collections or indexes not found in your library

1. What is the title and who is the author of the poem beginning "Jest rain and snow and rain again"?
2. Find a list of poems for Thanksgiving, Lincoln's birthday, or Mother's day.
3. Where may you find a chronological chart of literature?
4. Find a short biography of Poe, one of his short stories, and one of his poems in less than two minutes.
5. Where can you find a list of poems about Shakespeare?
6. Where can you find the poem called "Somebody's Mother"?

It is necessary to find your answers in only one literary handbook. If none of those in your library contain the point, consult other reference books.

1. What is Adam's ale?
2. For what habit is Sheridan's Mrs. Malaprop immortalized?
3. Who was the Lily Maid of Astolat?
4. What is the Limbo?
5. What is a Grimalkin?

6. What is the significance of the words in italics?—"The little shop was a *Naboth's vineyard* to Mr. Smith, who aspired to sole ownership of the business block."

QUOTATIONS

1. Find an excerpt from a poem containing a reference to "thy magnetic charms."
2. Find a suitable quotation to head a recreational reading list, either general or in one field, as poetry, stories of pioneer life, or books about the sea.
3. Who is the author of the lines
"When Duty whispers low 'Thou must,'
The Youth replies, 'I can'."
4. From what play of Shakespeare's is the expression "Something is rotten in the state of Denmark"?
5. Where in the Bible may you read the chapter containing the verse: "I will lift up mine eyes unto the hills, from whence cometh my help."
6. Find a quotation suitable to use in your farewell address on retiring from the presidency of your library club at your graduation.

SOCIOLOGY, EDUCATION, MANNERS AND CUSTOMS

Use reference books in class 300 to answer these questions in so far as possible. If your reference books do not cover the topics, find the information thru any means available in the library.

1. What is the story of Valentine's day?
2. When was your state admitted to the Union?
3. What are the legal holidays in the United States?
4. Where can you find a survey history of prisons?
5. Where can you find out about the expense of attending Smith college? The entrance requirements for admission to Harvard?
6. What is the nature of social service work? Would it appeal to you as a vocation?

SCIENCE AND USEFUL ARTS

Use the special reference books in science and useful arts or the shelf books in these classes to answer as many as possible of your questions. Use general reference books to supplement.

1. How can you make invisible ink?
2. How long has wheat been used as food? What is the difference between the hard and soft varieties?
3. What are some outstanding names among chemists, past and present?
4. How should you attempt resuscitation of an apparently drowned person?
5. What is a calorie? What are vitamins?
6. Where can you find diets for babies and pre-school children?
7. Why are birds valuable to the farmer? Are any varieties destructive to crops?
8. Who invented the X-ray?
9. What was the greatest accomplishment of Walter Reed?

ART

1. Where can you find a biography of Whistler?
2. What is rococo art?
3. Where can you find out about the sculptor of the famous Venus de Milo?
4. What are the characteristics of the Greek Ionic, Doric, and Corinthian capitals?
5. Where is Lorado Taft's Fountain of Time?
6. What are some outstanding examples of Gothic architecture?
7. What are the characteristics of the work of Corot?
8. Where can you find a discussion of water color painting?

MUSIC

1. What is a madrigal?
2. What was the nationality of Jennie Lind? What voice had she?
3. What is the correct pronunciation of Ludwig van Beethoven?
4. What is the story of *Lohengrin*?
5. What is the meaning of *con brio*? *Feroce*? *D. C.*? *Decrescendo* (>)?
6. What Russian musicians are most noted?
7. What is the nationality of Percy Granger?
8. Suggest some good names for a music club.

HISTORY AND MYTHOLOGY

1. Is the incident of the shooting of the apple from his son's head by William Tell historic fact?
2. What was the conspiracy of Pontiac?
3. Who was the Great Commoner?
4. Find diagrams and pictures of Greek and Roman baths.
5. What were the provisions of the Missouri Compromise?
6. Find a biography of Cicero.
7. In what year did England defeat the Spanish Armada?
8. Who was Secretary of State in President Lincoln's cabinet?
9. Trace the marriages of the children of Queen Victoria.
10. Describe the character and appearance of Hermes.
11. What is Valhalla?

GEOGRAPHY

Find your answers in as many different books as you can, general reference books as well as atlases and gazetteers. * Check the place where you can most quickly find reliable data

1. What is the population of Hoboken, New Jersey, according to the latest census? According to the latest estimate?
2. What are the highest and lowest altitudes in your state?
3. Find a map of Boston.
4. Find a map or table of comparative time.
5. Locate the city of Luxemburg in Belgium.
6. In what county is Colorado Springs? On what railroad?
7. What is the population of Australia?
8. What are your favorite sources of maps and geographical data?

* See Rice *Lessons on the use of books and libraries* p. 33-4, for further practice material in using atlases

BIOGRAPHY

1. What are the seven given names of the Prince of Wales? When was he born?
2. When did Will James begin to write? What is his present address?
3. What were the accomplishments of George Mortimer Pullman?
4. What are the titles of Hugh Walpole's novels?
5. How did Alfred Bernhard Nobel become wealthy?
6. Was John James Audubon born in France or America? What was the title of his most famous work?
7. Who is Lady Nancy Astor?
8. Did Daniel Defoe write other books besides "Robinson Crusoe"?
9. How is the musician's name, *Puccini*, pronounced? What are his given names, and what are some of his best known compositions?
10. Did Edith Wharton write "A Lost Lady"?
11. Of what congressional committee are the senators from your state members?
12. Find a brief up-to-date biography of the President of the United States.

SOURCES OF OTHER PROBLEMS ON REFERENCE BOOKS

The following books contain questions which may be used verbatim or will be suggestive in formulating others. Some also contain objective tests on the use of books and libraries.

American Library Association. Education committee. School library yearbook, number 1. Chicago, American Library Association, 1927. 156p. \$1.35
p. 82-5 True-false test on the use of books and libraries, by Mrs. Frank Koos. May be used as an exploratory test or to check results. Covers general field of finding information in books. High school level.

Fay, Lucy F. and Eaton, Anne T. Instruction in the use of books and libraries, third edition revised. Boston, Faxon, 1928. 465p. \$3.75

Exercises in the form of specific questions to be looked up in the library follow the chapters on the physical book (questions cover printed parts of the book and the use of various indexes and concordances); general reference books and special reference books; magazine indexes; the card catalog, bibliographies. Normal school level.

Hopkins, Florence May. Reference guides that should be known and how to use them, third edition. Detroit, Willard, 1923. 8v. pa. each 25c; 1 v. boards. \$1.50

Contents: Webster's *New international dictionary*, Parts of a book, Concordances, Encyclopedias, Library classification and card catalog, Yearbooks; Periodical literature; Commercial guides; Government publications: city, state, federal. Thoro drill and exercises included with each unit. Advanced.

Ingles, May and McCague, Anna. Teaching the use of books and libraries; a manual for school librarians and classroom teachers to accompany *The library key*. N.Y. H. W. Wilson, 1930. 198p. \$1.80

Practice problems and tests follow each chapter (The library and its arrangement; The book, The card catalog; The dictionary; Encyclopedias; Reference books, Magazines and magazine indexes; Buying and owning books; Compiling bibliographies; Note-taking). p. 175-85 contains true-false, completion, and multiple choice tests for high school and normal school levels.

Rice, Ole S. Lessons on the use of books and libraries, a textbook for schools and a guide for the use of teachers and librarians. N.Y. Rand McNally, 1920. 178p. \$1

Specific questions and exercises follow each chapter. Exercises deal with topics of interest to pupils in their daily life and school work. Junior and senior high school level.

Scripture, Elizabeth and Greer, Margaret. Find it yourself! a brief course in the use of books and libraries under the contract system, Teacher's edition N.Y. H. W. Wilson, 1927. 62p. pa. 60c

p. 49-62. Supplement, contains questions for A and B contracts for all blocks, and two sample final tests, a completion type and a one word type. Junior and senior high school level.

Ward, Gilbert Oakley. Suggestive outlines and methods for teaching the use of the library; a guide for the use of librarians giving instruction to high school students. Boston, Faxon, 1919. 104p. \$2

p. 84-99. List of topics from reference books, lists specific topics from dictionaries and encyclopedias and specific reference books, which the librarian may work into question problems. High school level.

Most city and state manuals on library instruction include exercises and problems.

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